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ABSTRACT

The Ohio sixth-grade proficiency test is intended to measure a student's literacy level and basic competency in writing, reading, mathematics, citizenship, and science. This guide is designed to help parents prepare their fifth- and sixth-grade children for this proficiency test. An introduction, "Important Information," outlines three types of questions that appear on the test--multiple choice, short answer, and extended response--along with guidelines and rules for test-taking. Sample answer pages from the practice test are also given. Practice sections cover the following areas: (1) Writing; (2) Reading; (3) Math; (4) Citizenship; (5) Science; and (6) Test-Taking Strategies. A day-by-day listing of tips for the week of proficiency testing is also included. (BGC)

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ED 399 042

BE A SPORT!

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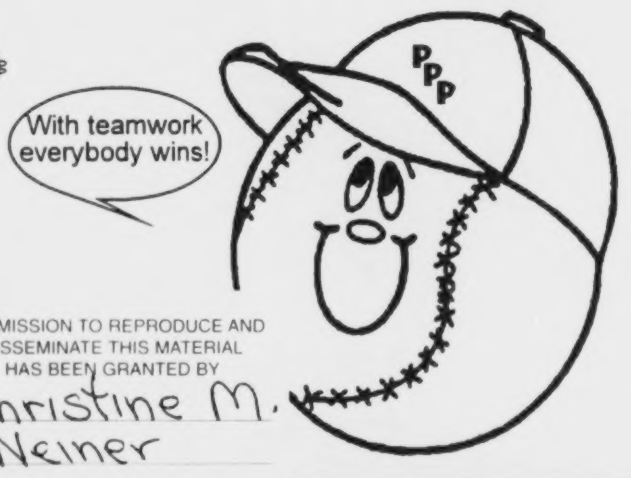
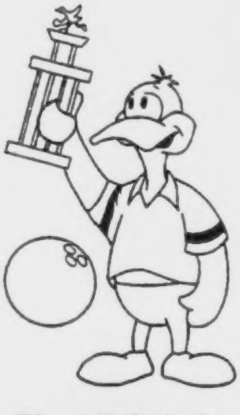
Parents In Partnership for Proficiency

Preparing for Ohio's Sixth Grade Proficiency Test

For 5th & 6th Graders and their families





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IMPORTANT INFORMATION

The purpose of the sixth grade proficiency test in Ohio is to measure a student's level of literacy and basic competency in the areas of Writing, Reading, Mathematics, Citizenship, and Science.

1. Test date is the first Monday after March 15th and the tests are given in the following order:

Monday - Writing	up to 2 and 1/2 hours
Tuesday - Reading	up to 2 and 1/2 hours
Wednesday - Math	up to 2 and 1/2 hours
Thursday - Citizenship	up to 2 and 1/2 hours
Friday - Science	up to 2 and 1/2 hours

   All make-up testing must be completed within fifteen calendar days of the last regularly scheduled test administration date.

2. In the 6th grade, the test items will be contained in two separate booklets: one for Writing, Reading, and Mathematics and a second for Citizenship and Science. There is one answer booklet for all five testing areas. Students need number two pencils for the multiple-choice sections of the test and either a pencil or pen for the writing test section.

3. There are three types of questions: multiple choice, short answer, and extended response. Each multiple choice question has four responses, only one of which is correct.

4. The short-answer and extended-response items and the two writings relating to one topic **must be legible to be scored**. Cursive writing or printing is permitted. Extended responses are expected to be at least 4 sentences in length.

5. Students are allowed and encouraged to use calculators and protractors for the Mathematics portion of the sixth grade proficiency test. They may not bring other test helpers or manipulatives. Items are designed to be calculator neutral; that is, using a calculator will not give an advantage.

6. Students will not be permitted to use any reference materials. Maps and charts must be covered or removed during the test administration.

7. Students who have been identified with an IEP or 504 Education Plan will follow the recommendations of the IEP or 504 team and the adjustments and modifications stated in the IEP or 504 Plan.

CALCULATOR INFORMATION

Test security requires certain restrictions be placed upon the capabilities and types of calculators that may be used by students on the test. Graphing calculators with certain word processing capabilities are **not allowed**.

Calculators with any of the following capabilities **cannot** be used:

- spelling/spell check
- graphing capabilities
- large programmable (100 steps or more)
- tape or paper outputs
- spreadsheet managers
- word processors, word input or storage
- dictionary or thesaurus
- electronic references, organizers, personal planners, or travel organizers
- telephone dialers
- laptop or hand-held computers

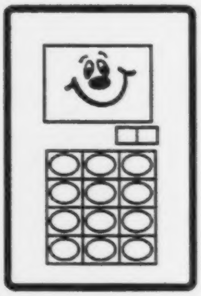
Acceptable calculators include most four-function calculators and scientific calculators without graphing capablities. Calculators with fraction capabilities (e.g., Casio FX-115, Sharp ELE300, and TI Math Explorer) are acceptable.

A few examples of **acceptable** calculators include:

Casio	**Sharp**	**Texas Instruments**	**Hewlett Packard**
FX-83 series FX-119 series FX-250D series FX-300 series FX-570 FX-991	ELE300 EL-509 EL-520 EL-531 EL-546	TI-108 Math Mate Math Explorer Math Explorer Plus TI-25 TI-30 series TI-60	HP20S
			Radio Shack
			EC-4008

A few examples of **unacceptable** calculators include:

Casio	**Sharp**	**Hewlett Packard**
FX-4500 series FX-5000 series FX-6000 series FX-7000 series FX-9800G	EL-506 EL-9300	HP 48G
	Texas Instruments	**Radio Shack**
	TI-80 series TICBL	EC-4031 EC-4032



PRACTICE TEST INFORMATION

To familiarize students with the types of questions found in the sixth grade proficiency test, a practice test is provided by the state. The practice test is half the length for Reading, Mathematics, Citizenship, and Science and full length for writing due to there being two different writing passages to one topic or stimulus.

Samples of Types of Questions

1 pt.
Multiple
Choice

1. Ⓐ Ⓑ Ⓒ ●

2 pt.
Short
Answer

2.

Bifocal eyeglasses help people
who have bad eyesight.
The lightning rod protects
buildings from lightning damage.

4 pt.
Extended
Answer

3.

If no new trees could grow,
that type of tree would become
extinct. So would the butterflies,
since they lay their eggs only on
that tree's flowers. The monkeys
might not be able to recover from
the disease. And people might
lose a possible source of medicine
by losing the trees.

Sample Answer Page for Writing from the Practice Test

Cursive or printing allowed. Ink or pencil permitted for writing only. Three sheets provided in Answer Booklet.

W

(indicates Writing)

Section A

Exercise A: Fictional Narrative — Story

Sample Answer Page for Reading from the Practice Test

Ohio Proficiency Tests — Practice Test **Reading: Answer Booklet**

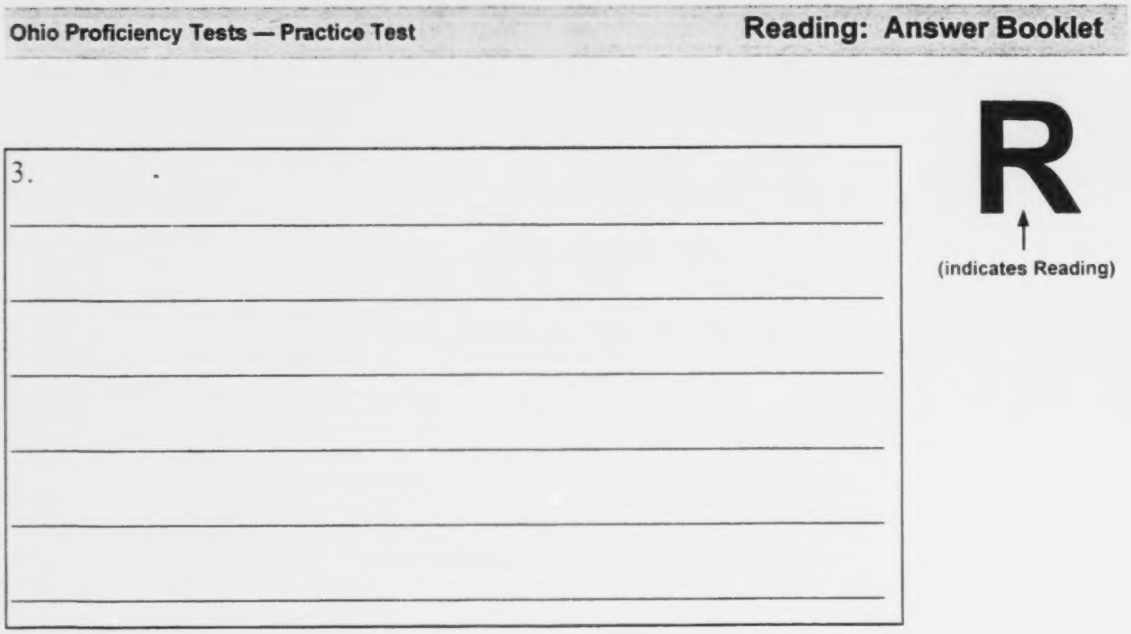
Answer Booklet Sample

Answer on this page only the multiple-choice questions. *No. 2 pencil is required for filling in circle/bubble due to machine scoring process.*

R
↑
(indicates Reading)

1. Ⓐ Ⓑ Ⓒ Ⓓ
2. Ⓐ Ⓑ Ⓒ Ⓓ
3. **Go to page 10.**
4. Ⓐ Ⓑ Ⓒ Ⓓ
5. Ⓐ Ⓑ Ⓒ Ⓓ
6. **Go to page 11.**
7. Ⓐ Ⓑ Ⓒ Ⓓ
8. Ⓐ Ⓑ Ⓒ Ⓓ
9. **Go to page 12.**
10. Ⓐ Ⓑ Ⓒ Ⓓ
11. Ⓐ Ⓑ Ⓒ Ⓓ
12. Ⓐ Ⓑ Ⓒ Ⓓ
13. Ⓐ Ⓑ Ⓒ Ⓓ
14. **Go to page 12.**

Sample Answer Page for Reading from the Practice Test



Ohio Proficiency Tests — Practice Test

Reading: Answer Booklet

R

(indicates Reading)

3.

Sample Answer Page for Mathematics from the Practice Test

Ohio Proficiency Tests — Practice Test **Mathematics: Answer Booklet**

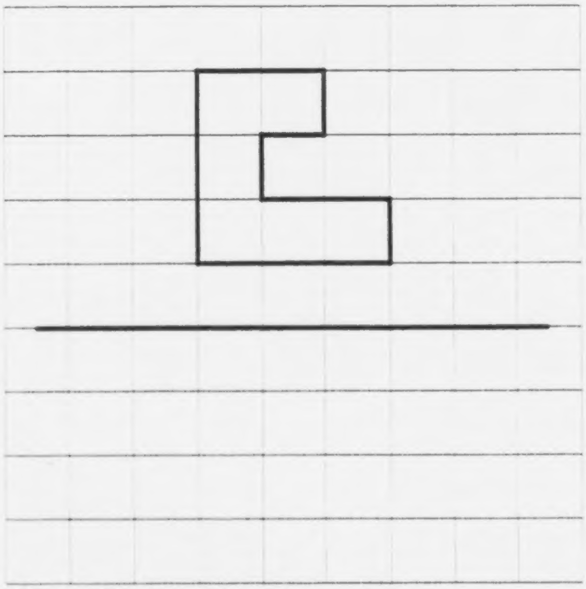
M

(Indicates Mathematics)

5.

Show your work here.

8.



Sample Answer Page for Citizenship from the Practice Test

Ohio Proficiency Tests — Practice Test **Citizenship: Answer Booklet**

C

(indicates Citizenship)

4. Democracy	Dictatorship

8.

(1) Woodland

(2) Southwestern

Sample Answer Page for Science from the Practice Test

Ohio Proficiency Tests — Practice Test **Science: Answer Booklet**

S

(indicates Science)

16.

____

____

____

____

____

19.

____

____

____

____

____

23.

____

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____

____

Proficiency Testing At A Glance

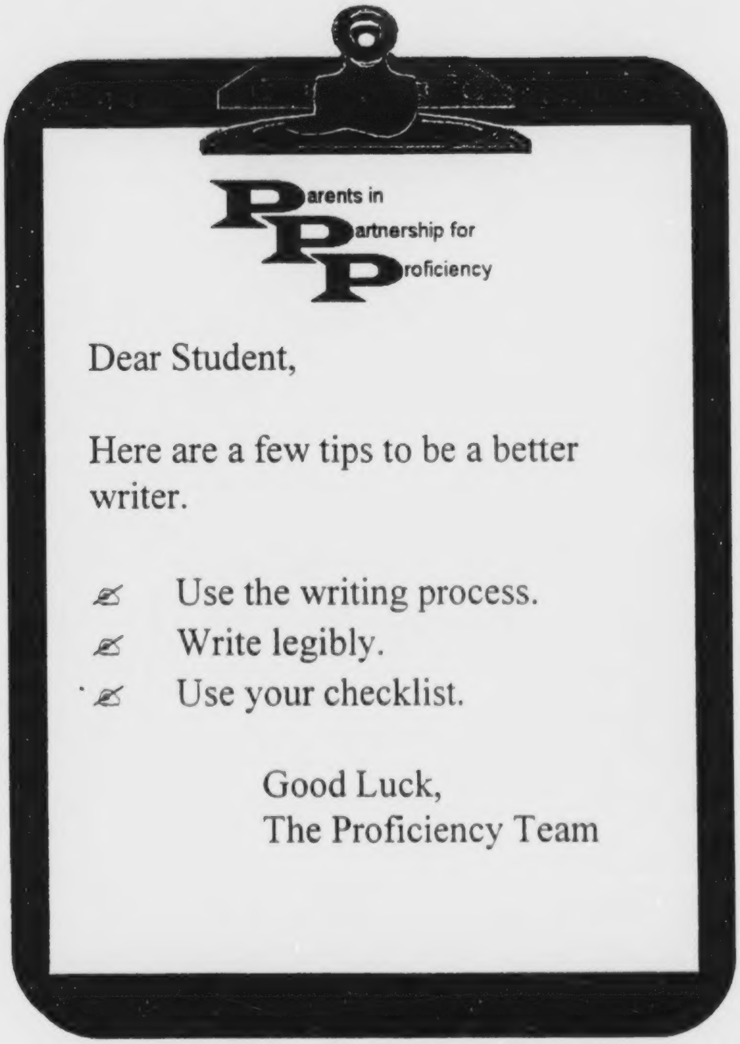
Grade	WRITING	READING	MATHEMATICS	CITIZENSHIP	SCIENCE
4	Students compose two pieces of writing based upon one writing stimulus	20-24 multiple choice 5-7 short answer 2 extended response 5 field test 35 ITEMS/42 POINTS	30 multiple choice 8 short answer 2 extended response 5 field test 45 ITEMS/54 POINTS	30 multiple choice 8 short answer 2 extended response 5 field test 45 ITEMS/54 POINTS	30 multiple choice 8 short answer 2 extended response 5 field test 45 ITEMS/54 POINTS
6	Students compose two pieces of writing based on one writing stimulus	24-28 multiple choice 7-9 short answer 2 extended response 5 field test 41 ITEMS/51 POINTS	34 multiple choice 10 short answer 2 extended response 5 field test 51 ITEMS/62 POINTS	34 multiple choice 10 short answer 2 extended response 5 field test 51 ITEMS/62 POINTS	34 multiple choice 10 short answer 2 extended response 5 field test 51 ITEMS/62 POINTS
9	Students compose two essays, one for each of two writing prompts.	40 multiple choice 6 field test 46 ITEMS/40 POINTS	40 multiple choice 5 field test 45 ITEMS/40 POINTS	50 multiple choice 5 field test 55 ITEMS/50 POINTS	40 multiple choice 5 field test 45 ITEMS/40 POINTS
12	Students compose two essays one, for each of two writing prompts	40 multiple choice 5 field test 45 ITEMS/40 POINTS	49 multiple choice 1 open ended 6 field test 56 ITEMS/50 POINTS	50 multiple choice 5 field test 55 ITEMS/50 POINTS	40 multiple choice 5 field test 45 ITEMS/40 POINTS

SCORES FROM THE SIXTH-GRADE PROFICIENCY TESTS ADMINISTERED IN MARCH 1996

Test Area	1996 Standard	Maximum. Score
Writing	5	8
Reading	25*	51
Mathematics	29	62
Citizenship	36	62
Science	29	62

* The score indicative of proficiency in reading will be increased effective July 1, 1997, by an amount equivalent in scaled score units of one standard error of measurement and will be increased a second time by the same amount effective July 1, 1999.

WRITING



Parents in
Partnership for
Proficiency

Dear Student,

Here are a few tips to be a better writer.

- Use the writing process.
- Write legibly.
- Use your checklist.

Good Luck,
The Proficiency Team

March 16, 1996

To all students of the Medina County Schools:

I hope all of you are taking full advantage of your fine education you are lucky enough to receive through the Medina County Education System. It will be the most important thing in your life in the future. Do not waste it, you will be sorry in the future. Also grow up and be fine American boys and girls our future needs fine people as yourself. I took full advantage of my education and it was very important to me throughout my baseball career. I want to wish you all the best of luck in the future especially in your education.

GOOD LUCK
GENE WOODLING

(Formerly of the Cleveland Indians, the Washington Senators, and the New York Yankees, Mr. Woodling was instumental in building Highland's football stadium.)

Writing Goals

- The student will be given a topic. From that topic the student will be asked to do two writing activities. The two activities may be chosen from the following list:
  - **Fictional Narrative**
  - **Personal Experience Narrative**
  - **Persuasive Piece**
  - **Informational Article**
  - **Diary/Journal Entry**
  - **Summary**
  - **A Communication - letter, invitation, memo, thank-you note, letter to editor, directions**

- Student's writing activities will be evaluated on the following strands:

STRAND I - **CONTENT**

- Writing that stays on topic

STRAND II - **ORGANIZATION**

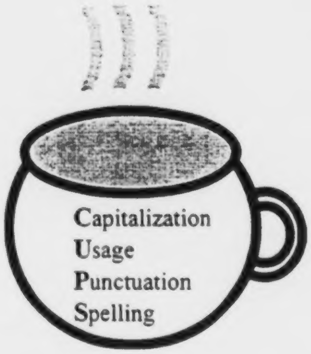
- Topic shows examples and supporting ideas

STRAND III - **USE OF LANGUAGE**

- Organized thought patterns
- Clarity of message
- Appropriate word choices

STRAND IV - **WRITING CONVENTIONS**

- Complete sentences which vary in length
- Legible writing in print or cursive
- Correct spelling, punctuation, capitalization
- Correct grammar (usage)



From the field test given in April 1995 . . .

Students performed **best** with **narrative** writing. Students performed **lowest** with **summary** writing.

THE WRITING PROCESS

1. **Prewriting** - Gathering your materials and your writing ideas
2. **Rough draft** - Material that is written for the first time in a journal or on a sheet of paper
3. **Revision** - Adding, deleting, and changing the writing.
4. **Editing** - Fixing the mistakes (spelling, capitalization, grammar, etc.)
5. **Publishing** - Making the written piece into the final product

Writing 4 pt. Rubric

The rubric is a 4-point scale. This scale represents the different levels of writing proficiency demonstrated, based on the eight learning outcomes.

A *4-point* response focuses on the topic, clearly addresses the purpose (mode), and has ample supporting details. It has a logical organizational pattern that demonstrates a sense of flow and conveys a sense of completeness and wholeness. It uses languages effectively by exhibiting word choices which are appropriate to the subject, purpose, and intended audience. It includes sentences of varied length and structure and exhibits the use of complete sentences except where purposeful phrases and clauses are used for effect. It demonstrates correct usage, punctuation, capitalization, and correctly spells commonly used words. Its writing style varies according to purpose.

A *3-point* response is related to the topic, generally addresses the purpose (mode), and has adequate supporting details. It has a logical order that demonstrates a sense of flow and a sense of wholeness and completeness, although some lapses may occur. It includes word choices which are appropriate to the subject, purpose, and intended audience. It includes sentences that are somewhat varied in length and type. For the most part, it exhibits the use of complete sentences except where purposeful phrases and clauses are used for effect. Some errors in sentence structure may occur, but they do not impede communication. It follows the conventions of usage, punctuation, and capitalization, and correctly spells commonly used words. Any errors that occur do not impede communication. Its writing style generally varies according to purpose.

A *2-point* response demonstrates an awareness of the topic but may include extraneous or loosely related material. It demonstrates an attempt to address the purpose (mode) and includes some supporting details. It shows an attempt to address the purpose (mode) and includes some supporting details. It shows an attempt at organizational pattern but exhibits little sense of flow or completeness. It has a limited and predictable vocabulary and makes word choices which may not show an awareness of audience, purpose, or subject. It contains errors in sentence structure and usage that limit its readability. It demonstrates some knowledge of capitalization, punctuation, and spelling of commonly used words. It contains an attempt to vary writing style according to purpose.

A *1-point* response is only slightly related to the topic and offers few supporting details. It may or may not attempt to address the purpose. It has little evidence of an organizational pattern. It has a limited or inappropriate vocabulary that obscures meaning and shows little or no awareness of audience, purpose, or subject. It demonstrates little knowledge of basic punctuation, capitalization, and the correct spelling of commonly used words. It contains errors in sentence structure and usage that impede its readability. It shows little or no attempt to vary writing style according to purpose.

An N/S (Not Scorable) is assigned if there is no response or if the response is unreadable, off topic, off task, illegible, or written in language other than English.

> ***"Coaches help players. Librarians help readers. You don't have to know the book you're looking for. Tell the librarian your topic and watch the suggestions flow."***
>
> *- Andre Dawson*
> *Outfielder, Chicago Cubs*

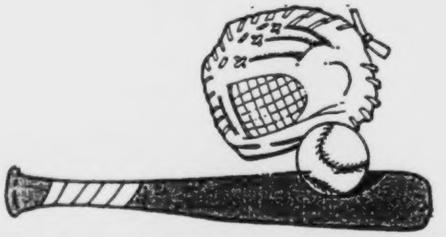
NOTES

FICTIONAL NARRATIVE

News Broadcast

Tell what you think would happen if aliens landed on our earth.

1. Tell what happened the day the aliens arrived.
2. Your story should tell where they landed and why they chose that place, who went to challenge the aliens, and how people reacted to news of invasion.
3. Prepare and practice your story carefully. Read your story until you sound like a real broadcaster.



WRITING

REFERENCE

FICTIONAL NARRATIVE

Fictional - *MEANING*: Made up imaginary happenings. (Something that did not happen.)
Synonyms: story, tale, yarn, invention, fantasy, falsehood, lie, fib

Narrative - *MEANING:* A story, account, or tale

MEMO

> ***"The most valuable card in my collection is my library card. The great books I can get with it make it priceless."***
>
> *- Cal Ripken*
> *Shortstop, Baltimore Orioles*

LETTER TO THE EDITOR

1. Think about something you would like to see changed in your city and write a letter to the editor of a local newspaper.
2. Brainstorm ideas to help you get started. Suggestions:
   - A. more playgrounds
   - B. dogs that bark all night
   - C. overflowing trash cans
   - D. ballfields that need to be mowed
   - E. people who allow their dogs to leave messes where they take their walk.
3. Write your letter using the business letter form.

Medina County Gazette
885 West Libert Street
P.O. Box 407
Medina, OH 44258-0407

REFERENCE

The Business Letter

A business letter is a serious letter written to a company or an official. It may ask for information or order something.

A business letter has six parts.

1. The *heading* includes your address and the date of writing.
2. The *inside address* shows the name and address of the company or official receiving the letter.
3. The *greeting* is a formal "hello" to the company or official.
4. The *body* is your request to the receiver of the letter.
5. The *closing* is your formal "good-bye."
6. The *signature* is your signed name.

3830 South St. Louis Ave. ←heading
Tulsa, Oklahoma 74150
October 31, 19—

Chairperson ←inside address
U.S. Olympic Committee
Washington D.C. 22348

Dear Chairperson: ←greeting

I would like information on how to qualify as an athlete in the Olympic Games. Could you please send me a booklet with infomation on this subject? Thank you very much. ←body

Yours truly, ←closing

William Neder ←signature
William Neder

Macmillan, English, Tina Thoburn, 1987

NOTES

W R I T I N G

MEMO

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> ***"I don't read to get smarter. I read because it's fun. (It makes me smarter anyway.)"***
>
> *- Bobby Bonilla*
> *Outfielder, New York Mets*

NOTES

FRIENDLY LETTER

Celebrities often receive fan letters. Write a friendly fan letter to your favorite sports star or celebrity.

Here are some questions you can ask him or her:

1. How old were you when you began?
2. How did you get started?
3. What training or studies helped you most?
4. Did you always want to be what you are today?

Be sure your letter includes these parts: heading, greeting, body, closing, and signature.

For an address, use a source such as Star Guide, edited by Terry Robinson.

WRITING

REFERENCE

The Friendly Letter

A friendly letter has five parts.

1. The *heading* includes your address and the date of writing.
2. The *greeting* is your "hello" to the person to whom you are writing.
3. The *body* is your message to the person receiving the letter.
4. The *closing* is your "good-bye."
5. The *signature* is your signed name.

107 Westgate Rd. ←heading
Teaneck, New Jersey 07666
June 23, 1996

Dear Sharon, ←greeting

We are having an exciting time at the Olympics this week. We saw new Olympic records set for the high jump and pole vault. I also shook hands with the winner of the 100-meter dash. I will show you pictures at home. ←body

Sincerely, ←closing

Sarah ←signature

Macmillan, English, Tina Thoburn, 1987

MEMO

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"We look twice at guys on the travel plane who read books, not because they're reading, but to see what they're reading."

- George Brett
First Baseman, Kansas City Royals

NOTES

INFORMATIONAL ARTICLE

All About Me!

I play soccer.

I have 2 dogs.

I am 11 yrs. old

I live in Spencer.

I love pizza.

I am in band.

Write an article about yourself! Try to use connecting words such as: also, often, in addition, furthermore, and finally.

WRITING

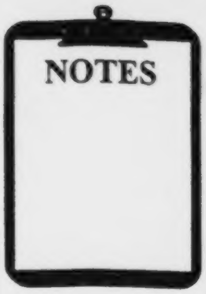
REFERENCE

Informational Article

A selection based on fact that gives information about the subject of the article.

MEMO

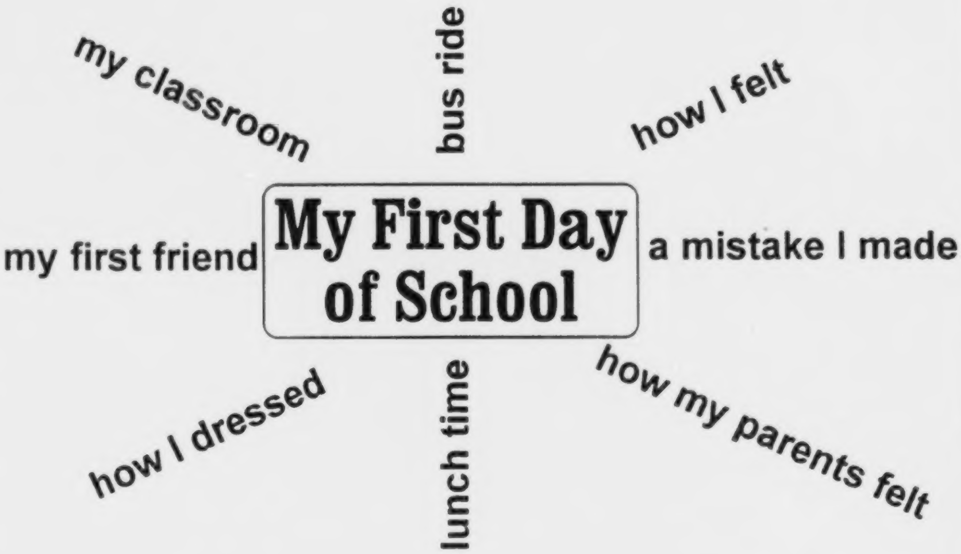
> ***"People are exciting: people in baseball, scouting, civil rights, politics, space, finance, movies—and they're all in books. Whatever your interest, my advice is read all about it."***
>
> *- Chris Sabo*
> *Third Baseman, Cincinnati Reds*



PERSONAL EXPERIENCE NARRATIVE

My First Day of School

Tell what happened when you first started school or when you began a new school year. Make a web or use another type of graphic organizer to help you think of good ideas to write about.



My First Day of School
my classroom
bus ride
how I felt
my first friend
a mistake I made
how I dressed
lunch time
how my parents felt

Choose one or more of your ideas to write about.

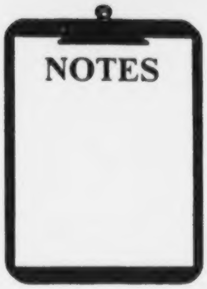
W R I T I N G

REFERENCE

Personal Narrative

A personal narrative is a piece of writing based on the student's own experiences. The story may be true or not true.

"The quality of a person's life is in direct proportion to his commitment to excellence, regardless of his chosen field of endeavor."
- Vince Lombardi
Football Coach



MEMO

A good memo is complete and easy to read. When you write a memo, check to see that you have all the information you need.

One type of memo is a telephone message.

These hints can help you take good messages.

1. Include the caller's name, the time of the call, the caller's telephone number, and the specific message.
2. Ask the caller to repeat anything you didn't hear clearly.

You may want to practice taking a phone message on this form.

For ______________________________
Date ____________ Time ____________

WHILE YOU WERE OUT

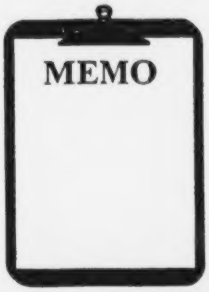
M ______________________________
From ______________________________
Phone No. ______________________________

TELEPHONED	☐	URGENT	☐
PLEASE CALL	☐	WANTS TO SEE YOU	☐
WILL CALL AGAIN	☐	CAME TO SEE YOU	☐

RETURNED YOUR CALL ☐

Message ______________________________
____
____

WRITING



"A good book can change the way you feel about something. Reading helps me to be well-informed."

- Dale Murphy
Outfielder, Philadelphia Phillies

NOTES

THANK-YOU NOTE

Think of a gift someone has given you. Write them a note to thank them. Make sure you mention the gift and tell how you are using it.

Date

Greeting

Body

Closing,

Signature

W R I T I N G

REFERENCE

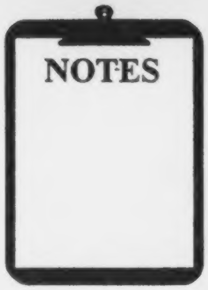
Thank-You Note

A thank you note should be recognizable as a letter including a greeting, body, and closing.

MEMO

"When you go to the library, you don't have to know exactly what you're looking for. The librarian will be glad to help you."

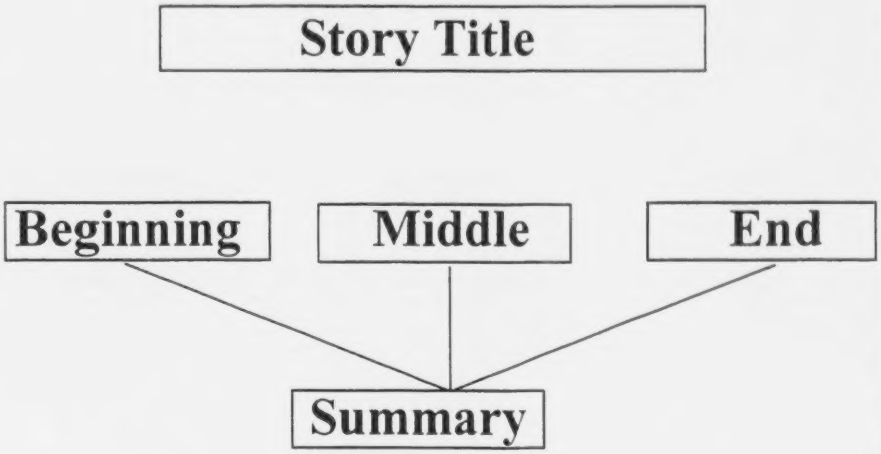
- Kirby Puckett
Outfielder, Minnesota Twins



SUMMARY

Summarize your favorite story or movie.

You may use this organizer.



WRITING

REFERENCE

Summary

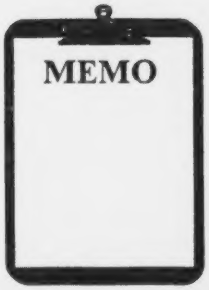
Summaries have an introduction that identifies the topic.

Summaries state the main idea in order.

Summaries have a conclusion.

Summaries are concise.

Summaries are written in a student's own words. Copying anything from a topic is not a summary.

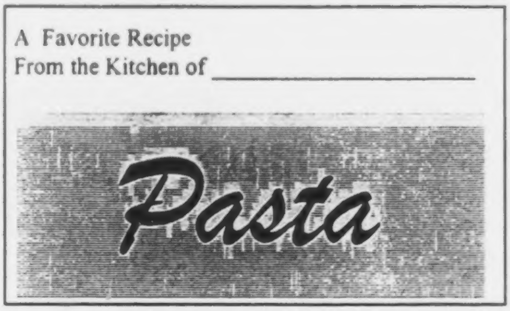


> ***"You'd be surprised how many future baseball Hall of Famers read books while traveling to the next city. They'll enjoy reading long after their playing days are over."***
>
> *- Joe Carter*
> *Outfielder, Toronto Blue Jays*

NOTES

DIRECTIONS

A friend has asked you how to make spaghetti. You must write the directions so your friend can follow your steps easily.



A Favorite Recipe
From the Kitchen of ____________

1. The order of your steps is important.
2. Include time order words such as: first, after, next.
3. You may want to begin your set of directions with an introductory sentence such as: "Making spaghetti is easy."
4. You may want to end your set of directions with a concluding sentence such as: "Now you are ready to eat. Enjoy!"
5. Once directions are written have someone follow them **EXACTLY.**

WRITING

REFERENCE

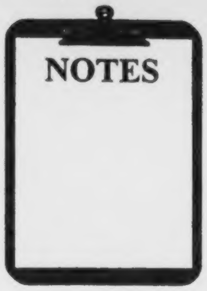
Directions

Directions may be written line by line or in paragraph form.

MEMO

"You don't have to buy new books to enjoy reading. There are great books on the library shelves—just waiting to be read."

- Don Mattingly
First Baseman, New York Yankees



DIARY/JOURNAL ENTRY

Some journals contain an exchange of writing between a student and teacher. Write about anything that happens in class. Then let your teacher respond to your entry.

Example

October 12, 1996

Speak directly to the teacher. →

Writing is really exciting for me. I like sharing my ideas.

Bob

Think of a problem or some information you want to share with your teacher. Write a journal entry to your teacher and ask for a reply.

W
R
I
T
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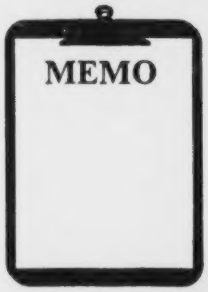
G

REFERENCE

Diary/Journal

A diary or journal entry may be written in letter or paragraph form. The response can be any length but must be complete.



"Be a teacher in your own family. Read aloud to a younger brother or sister. Show them that reading is for everyone."
- Mark Langston
Pitcher, California Angels

NOTES

PERSUASIVE PIECE

Think of an opinion you have concerning a school situation. Write a piece convincing others of your opinion (maybe attach a petition for signatures). Present it to the student council, school newspaper, or school board. See what happens!

Example

Thesis Statement → I think that students in our school should wear uniforms.

Facts & reasons that support opinion → ______________________
____
____
____
____
____

Concluding Sentence → As you can see, uniforms are the only way to go.

WRITING

REFERENCE

Persuasive

A persuasive piece presents a short, clear argument. The writer tries to convince an audience that an opinion is correct. Facts and reasons are used to support the argument.

MEMO

> ***"I don't care if anyone calls me a bookworm. In fact, I like it — it means they know I enjoy reading."***
>
> *- Ozzie Smith*
> *Shortstop, St. Louis Cardinals*

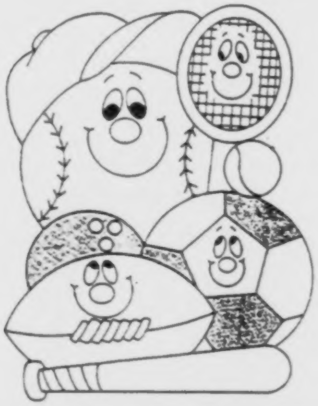
NOTES

INVITATION

5 W'S

- ☆ Practice writing an invitation.
- ☆ Think of a reason to invite someone to your house or school.
- ☆ Be sure and use the 5 W's.

WRITING



You're Invited

TO: ______________________

EVENT: ______________________

WHEN: ______________________

WHERE: ______________________

REFERENCE

Invitation

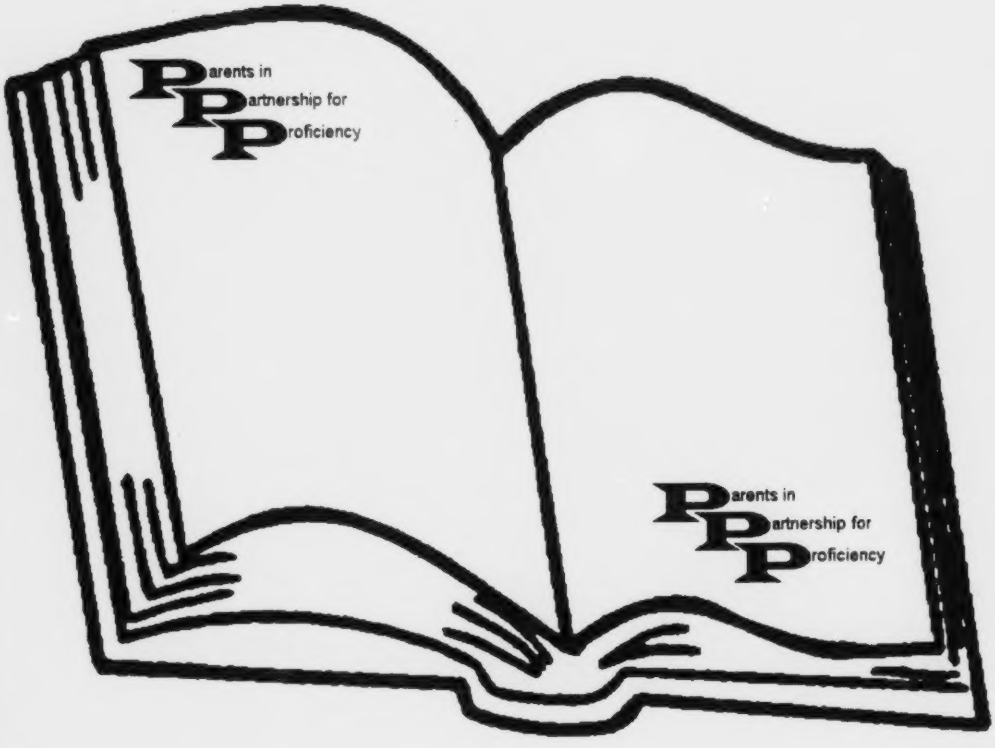
An invitation may take the form of a letter or a structured approach. If it takes the form of a letter, it must include a heading, body, and closing.

5 W's

1. WHAT are we inviting our guest to attend?
2. WHO are we inviting to our class, school or home?
3. WHY are we inviting our guest?
4. WHEN do we want our guests to come?
   - How long do we want them to stay?
5. WHERE do we want our guests to come?

MEMO

READING


Parents in Partnership for Proficiency
Parents in Partnership for Proficiency

March 6, 1996

To the students of Medina County Schools:

I am fortunate to have been able to receive my high school education.

My parents were hard working people and didn't have the money to send me and my sisters to college. When we finished high school we were expected to go to work and help pay the bills.

I was lucky enough to try professional baseball. However, if I didn't succeed, I would still have my high school education to fall back on. A college education is better but it is so important to have your high school education.

Sincerely

Mel Harder

(Mel Harder is a retired pitcher and coach for the Cleveland Indians)

Reading Goals

STRAND I - CONSTRUCT AND EXAMINE MEANING USING FICTIONAL SELECTIONS

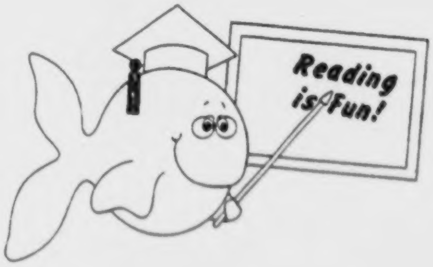
- Examine a selection for characters, settings, plots, problems and/or solutions, points of view, or themes.
- Summarize a selection by briefly covering its main points.
- Draw a conclusion that was not directly stated.
- Answer specific questions about a selection.

STRAND II - EXTEND MEANING USING FICTIONAL SELECTIONS

- Determine similarities and differences of two or more characters, settings, or events.
- Examine strong and weak aspects of a selection and judge its quality.
- Select information for a variety of purposes, including enjoyment.
- Give reasons for recommending or not recommending a selection for a specific purpose or group of people.
- Explain how an author has written a selection to support his view or purpose.

STRAND III - CONSTRUCT AND EXAMINE MEANING USING NON-FICTION

- Analyze how an author compares and contrasts.
- Find causes and effects in a selection.
- Decide whether parts of a selection are fact or opinion.
- Summarize a selection by telling the most important parts of the book: the WHO, WHAT, WHERE, WHEN, and WHY.
- Make inferences and draw conclusions based on the information given.
- Respond to a selection through writing.


Reading is Fun!

STRAND IV - EXTEND MEANING USING NON-FICTION

- Compare and contrast by finding similarities and differences in a selection.
- Critique and evaluate by checking for organization and logical reasoning to see if it makes sense.
- Select information from a variety of resources (encyclopedias, computer information, library books, etc.) to support ideas and concepts.
- Decide whether a selection would be recommended or not, and give reasons why.
- Explain how an author supports ideas throughout a selection.

From Field Test given in April 1995 . . .

Students performance was **highest** on multiple-choice items dealing with analyzing nonfiction text (compare and contrast, cause and effect, or fact and opinion), selecting proper resources to support ideas, concepts, and interpretations and expressing reasons for recommending or not recommending the text for a particular audience or purpose.

Students performance was **lowest** on multiple-choice items dealing with aspects of fiction (characters, setting, plot, problem/solution, point of view, or theme), explaining how an author uses text to support the purpose of writing fiction, comparing and contrasting aspects of nonfiction text, and in explaining how an author uses text to support the purpose of writing nonfiction.

Team up for Success!

READING VOCABULARY

Fiction	A made-up story about real or imagined persons or events.
Nonfiction	Literature that is not fictional. Examples are instructional selections, informational selections, and biographies.
Summary	A writing that restates the topic by expressing the main idea or ideas without details in the writer's own words. When summarizing a story, the main story elements should be included.
Retelling	A writing that expands on a summary by including actual events in order to tell the story in the writer's own words.
Elements of a Story	Parts of a story, including the setting (where and when), characters, and plot (problem and solution).

Reading Rubric

Conventions of writing (sentence structure, word choice, usage, grammar, spelling, and mechanics) will not affect the scoring of short-answer or extended-response items **unless there is interference with the clear communication of the idea.**

2-Point Short-Answer Items

A *2-point* response is complete and appropriate. It demonstrates a thorough understanding of the reading selection. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed.

A *1-point* response is partially appropriate. It contains minor flaws in reasoning or neglects to address some aspect of the item or question. It is mostly accurate and relevant but lacks comprehensiveness. It demonstrates an incomplete understanding of the reading selection or inability to make coherent meaning from the text.

A *0* is assigned if the response indicates no understanding of the reading selection or item.

4-Point Extended-Answer Items

A *4-point* response provides extensive evidence of the kind of interpretation called for in the item or question. The response is well-organized, elaborate, and thorough. It demonstrates a complete understanding of the whole work as well as how parts blend to form the whole. It is relevant, comprehensive, and detailed, demonstrating a thorough understanding of the reading selection. It thoroughly addresses the important elements of the question. It contains logical reasoning and communicates effectively and clearly.

A *3-point* response provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning or interpretation, failure to address some aspect of the item, or the omission of some detail.

A *2-point* response is mostly accurate and relevant. It contains some combination of the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, an incomplete understanding of the concept or item, lack of comprehensiveness, faulty reasoning, or unclear communication.

A *1-point* response provides little evidence of interpretation. It is unorganized and incomplete. It exhibits decoding rather than reading. It demonstrates a partial understanding of the item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little understanding of the concept or item, failure to address most aspects of the item, or inability to make coherent meaning from text.

A *0* is assigned if the response shows no understanding of the reading selection or item.

EXAMPLES OF PRACTICE TEST QUESTIONS FROM READING:

Multiple Choice:

Why does Annie study piano?

A. Because she knows she has talent
B. Because she wants to be rich and famous
C. Because of her mother's insistence
D. Because she wants to compete with Matty

Short Answer:

Write your answer to the following in your **Answer Booklet**.

What is Annie's attitude toward her brother? Support your answer with references to the story.

Extended Response:

Write your answer to the following in your **Answer Booklet**.

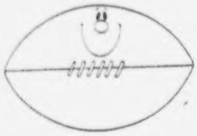
Some stories emphasize plot, or what happens. Others stress character, using action and speech to reveal what the characters are like. Tell which you think this story stresses—plot or character. Tell whether you think it does so successfully. Support your answer with references from the story.

"Books are my ticket into a whole new world. They can be the same thing for you!"

- Dave Stewart
Pitcher, Oakland Athletics

READING

Poem: My Brother Is a Quarterback



Read and discuss the following poem:

My Brother Is a Quarterback

My brother is a quarterback,
I rarely catch a pass,
And he can run a marathon,
I soon run out of gas,
He pitches for his baseball team,
I pop up on his curve,
And he's an ace at tennis,
I can't return his serve.

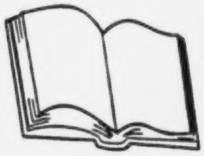
My brother dunks the basketball,
I dribble like a mule,
He swims like a torpedo,
I flounder in the pool,
He's accurate at archery,
I hardly ever score,
He boxes and he wrestles,
I wind up on the floor.

My brother catches lots of fish,
I haven't any luck,
He's captain of his hockey team,
I can't control the puck,
His bowling's unbelievable,
I bowl like a buffoon,
He says someday I'll start to win . . .
I hope someday is soon.

by Jack Prelutsky from
Something BIG Has Been Here

Discussion questions and activities to get you started:

- From whose point of view is this poem written?
- What do you think his feelings are?
- The next to the last line of the poem states "He says someday I'll start to win...". What do you think the brother means?
- If you were to illustrate this poem, describe what you would draw. Illustrate it.
- If the poem had been written by the brother, how do you think it would have changed? Write the poem from the brother's point of view.



"A good book can take you anywhere in the world you want to go."
- *Will Clark*
First Baseman, San Francisco Giants

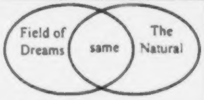
READER'S REACTION

Read a sports commentary or an editorial in the newspaper. Write or state a reaction to the commentary or editorial. How is your reaction the same as the newspaper article? How is your reaction different from the newspaper article?

SPORT ORIGINS

Choose a favorite sport. While at the library, research the origin of your sport. Discuss what resources gave the best information for your purpose.

MOVIE COMPARISONS

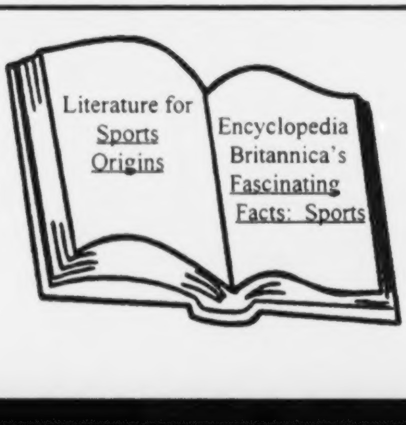

Field of Dreams
same
The Natural

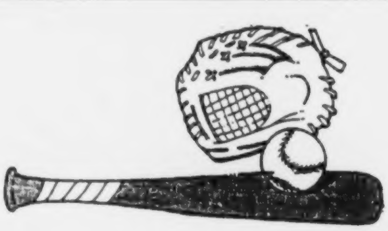
Watch two movies with similar themes such as Field of Dreams and The Natural. In what ways are these movies similar? In what ways are they different? Discuss which movie you liked best and why.

STATISTICS TELL . . . OR DO THEY?

After watching a professional game, read the statistics in the newspaper the following day. According to the statistics, which players were the most valuable? Do you agree with this portrayal? Explain your answer.

READING


Literature for Sports Origins
Encyclopedia Britannica's Fascinating Facts: Sports



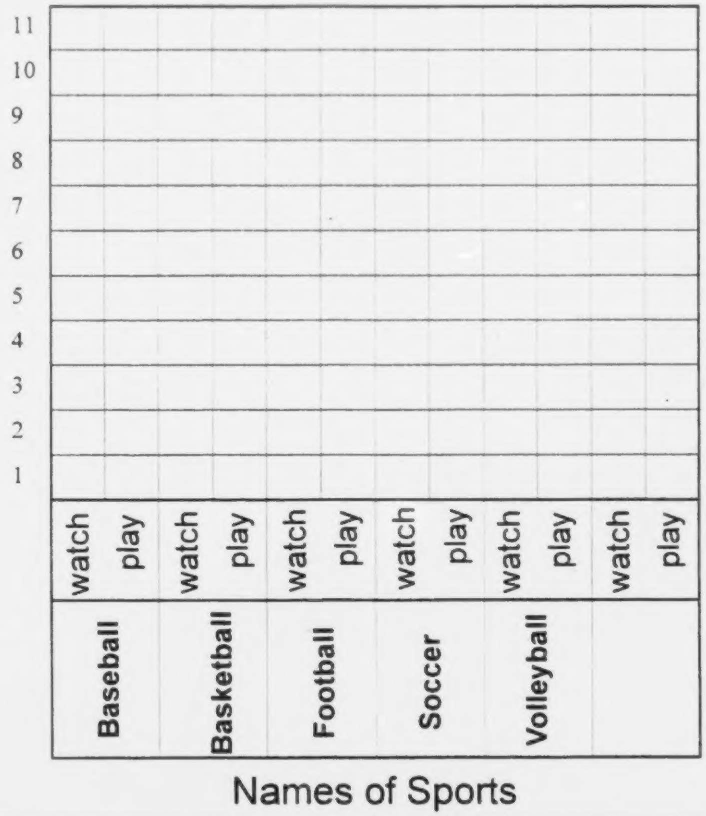
"It's not how fast you read; its how much you learn that counts."
- Jim Abbott
Pitcher, California Angels

SPORTS SURVEY

Take a survey asking two questions:

- ⇨ What is your favorite sport to watch?
- ⇨ What is your favorite sport to play?

Graph and compare the results. Suggest reasons for differences in the answers. You can use the following graph format.



AUTHOR'S POSITION

Read a sports commentary or an editorial in the newspaper. Explain the author's point of view and decide which passages support your conclusion.

> ***"A good book can be a friend for life. I keep some of my favorites around and re-read my favorite parts."***
>
> *- Brett Butler*
> *Outfielder, Los Angeles Dodgers*

COMPARE AND CONTRAST

Compare American football to Great Britain's football. How are these sports alike and how are they different?

	American Football	**Great Britain Football**
Season		
Equipment		
Rules		
Other		

SUMMARIZING

Give a summary of a ball game or a sporting event. Make sure to mention the setting, the main participants, the highlights of the game or event, and the final score and results.

RETELLING

Describe a ball game or sporting event as if it were a story. Name the setting, main players/characters, plots, problems and solutions, points of view, or themes.

PICTURES TELL STORIES

Look at pictures from the newspaper or magazine without reading the captions or the story. What conclusions can you make? Check your ideas by reading the related stories.

READING

"A lot of ballplayers take books on their road trips. Add fun books to your next long trip or vacation."

- Dave Justice
Outfielder, Atlanta Braves

READING

SHOP WITH ADS

Check newspaper ads for athletic shoes. Decide which deal you would choose and why. What were the factors that influenced your decision?

COMMERCIALS

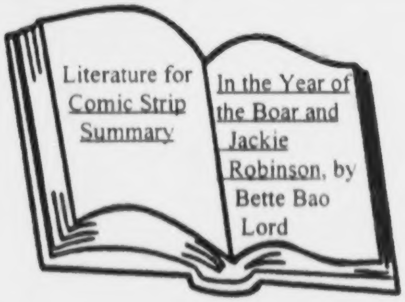
Watch commercials with well known sports figures. Make a list of the reasons why well-known sports figures may be used in commercials. Discuss how these reasons affect the viewer.

COMIC STRIP SUMMARY

Summarize a favorite chapter from a book in the form of a comic strip. Make sure to include all important information: characters, setting, main events.

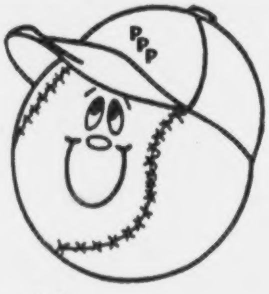
JACKIE ROBINSON

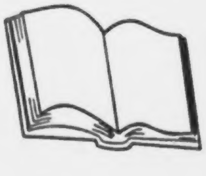
Read a book about Jackie Robinson. Use the following questions as discussion starters. What was special about his efforts? What were the long-term results? What might have been different in the game of baseball if it hadn't been for Jackie Robinson?



Literature for Comic Strip Summary

In the Year of the Boar and Jackie Robinson, by Bette Bao Lord





READING

"Ask your folks what their favorite books are. Ask your friends, your teachers. What's your favorite? Why?"

- Sandy Alomar Jr.
Catcher, Cleveland Indians

MAPPING A STORY

Read a book. Discuss the setting, main characters, problem, solution, and theme. Use the following outline as a guide to create a story map.

1. The setting and main characters
2. Statement of the problem
    a. Event #1
    b. Event #2
3. Statement of the solution
4. The theme of the story

BUYING AND SELLING

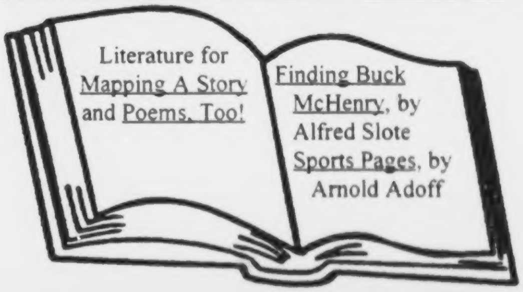
Browse through the sporting goods department of a store. Compare the features and prices of similar items. What conclusions and connections can you make?

POEMS, TOO!

Choose a book of poems. Decide and discuss the theme of a few favorites. Create an illustration to reflect these themes.

DESCRIBE IT!

Look at the features on any sporting good item and discuss what word choices the manufacturer chose in order to sell his product. Choose a product you would like to sell. Write a description of that product.



Literature for Mapping A Story and Poems, Too!

Finding Buck McHenry, by Alfred Slote

Sports Pages, by Arnold Adoff

> ***"Your library is open all year long, because there is no off-season for reading."***
>
> *- Jay Bell*
> *Shortstop, Pittsburgh Pirates*

READING

NEWSPAPER CUT-OUTS

Read several newspaper articles from which the title has been separated. Try to match each article to its title.

GROUPING SPORTS

Make a list of sports. Create a list of how many different ways they can be grouped.
A few ideas:

- Sports played in the winter
- Sports played outside
- Sports with less than 8 players on a team

CREATE-A-SPORT

Create a new sport. Don't forget to include the following: name of your sport, number of players on a team, playing field, equipment, object of the game, and scoring procedure. Have another person read your information and explain to you his or her interpretation of your new sport.

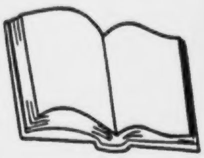
PREDICTIONS, PREDICTIONS

Choose a book to read. From the book title, the book cover illustration, and/or chapter titles, predict what the book will be about. Before reading each chapter, predict what will happen. After reading each chapter, compare your prediction with what actually happened. Use this chart as a guide.

	My predictions	What actually happened
Chapter 1		
Chapter 2		
Chapter 3		

"We all strike out at times; if you can't get interested in one book, take it back to the library and try another."

- Craig Biggio
Catcher, Houston Astros

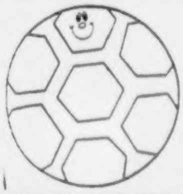


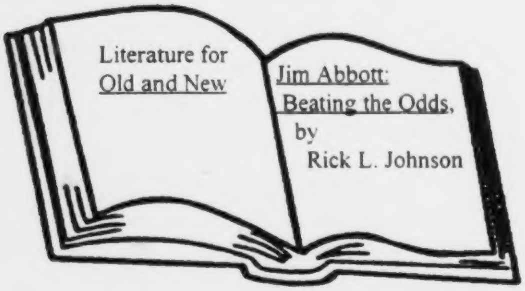
R E A D I N G

OLD AND NEW

Choose a topic or person you are interested in learning more about. Make a list of what you already know about your topic or person. List questions you would like to know about the person or topic. Then read a book about your subject. Make a list of new information you learned from the book. Use the chart below as a guide.

Prior knowledge about ________________	What I want to know about ________________	New knowledge about ________________
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.
6.	6.	6.
7.	7.	7.
etc.	etc.	etc.





Literature for
Old and New

Jim Abbott:
Beating the Odds,
by
Rick L. Johnson

REFERENCE

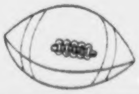
Special Olympics

READING

> ***"When you want to make time go faster, dig into a good book."***
>
> *- Tim Wallach*
> *Infielder, Montreal Expos*

FOR FOOTBALL FANS

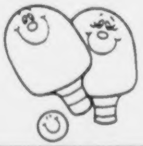
Visit the Pro Football Hall of Fame in Canton, Ohio, to read and learn more about your favorite contributors to sports.



READ, READ, READ

Set aside a part of your day just for reading. Some authors who write about sports are:

Gary Soto
Walter Dean Hughes
Marion Dane Bauer
Jackson Scholz
Todd Strasser
Robert Lipsyte
George Sullivan
Bruce Brooks
John Tunis



REFERENCE

Lodi Community Library, 226 Wooster St., Lodi, OH Phone: (330) 948-1885

Hinckley Community Library, 1634 Center Rd., Hinckley, OH Phone: (216) 278-4271

Seville Community Library, North Center St., Seville, OH Phone: (330) 769-2852

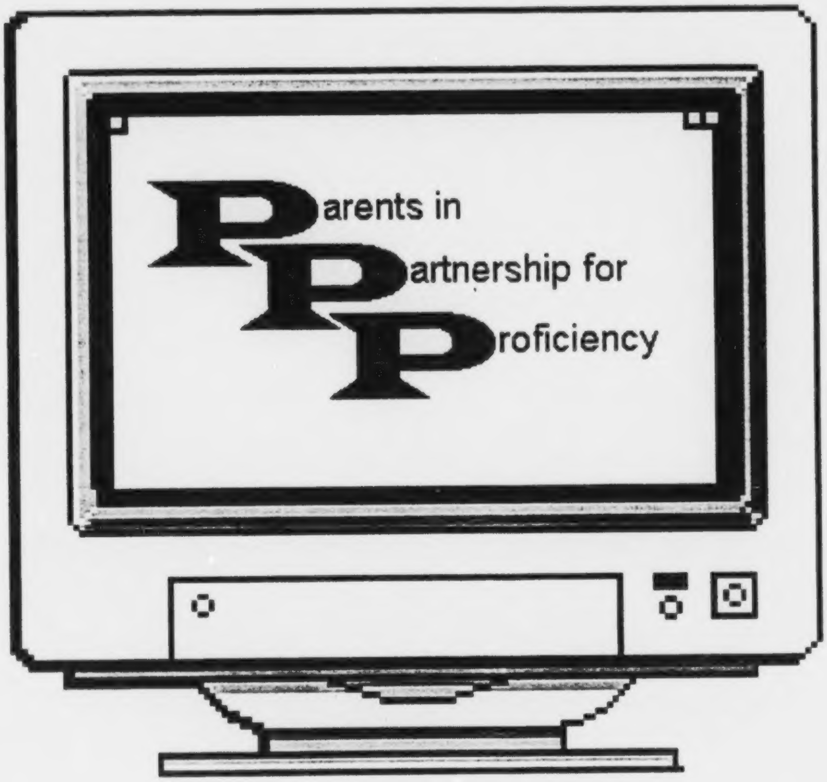
Brunswick Community Library, 3649 Center Rd., Brunswick, OH Phone: (330) 273-4150

Medina Library, 210 S. Broadway, Medina, OH Phone: (330) 725-0588

REFERENCE

Football Hall of Fame
2121 George Halas Dr. NW
Canton, OH 44708
(330) 456-8207

MATH


Parents in
Partnership for
Proficiency

March 6, 1996

Dear Students,

I would like to reinforce the emphasis on the importance of a good education. It's difficult to assign an accurate value on just how meaningful it truly is to young people today. We live in such a rapidly changing world with so many new opportunities and frontiers for learning. Education is the key to unlock all these new challenges of the future.

I certainly encourage all the young students in Medina County Schools to take every advantage of their educational opportunities. Nothing will be more important to them or prepare them better for adulthood.

Best of luck to them in all their endeavors.

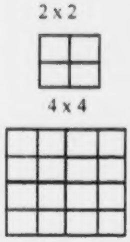
Sincerely,

John Herrnstein

John Herrnstein
(former major league baseball player for
the Philadelphia Phillies, the Chicago
Cubs, and the Atlanta Braves)

Math Goals

STRAND I - PATTERNS, RELATIONS, AND FUNCTIONS



- Recognize the pattern when doubling the side of a regular figure and how it affects the area.
- Determine the rule which helps identify missing numbers in a pattern.
- Find the *nth* term (missing number) involving a sequence of numbers.
- Find the *nth* term (missing number) involving a table of numbers using power operations.

STRAND II - PROBLEM SOLVING STRATEGIES

- Write an equation or number sentence using proper symbols to solve a problem.
- Identify necessary and unnecessary information in a given problem.
- Explain the process used to solve a problem and how it could be applied to a new situation.

STRAND III - NUMBERS AND NUMBER RELATIONS

- Compute with whole numbers, fractions, and decimals as follows:
    1. addition, subtraction, and multiplication up to and including 4 digit numbers
    2. divide up and including to 2 digit divisors
    3. addition and subtraction of fractions using like and unlike denominators
    4. add, subtract, multiply, divide (+, -, x, ÷) fractions and mixed number (1 and 6/7)
    5. add, subtract, multiply, divide (+, -, x, ÷) decimals up to and including thousandths place (.001)
- Find equivalent fractions.
- Convert fractions to decimals and back.
- Compare and place in order combinations of whole numbers, fractions, and decimals by using the symbols <, ≤, >, ≥, and = and/or by placing them on a number line.
- Use ratios and proportions in a wide variety of applications. Ratios will be expressed in four ways on the test: 2 to 4, 2 :4, 2/4, 2 out of 4.

STRAND IV - GEOMETRY

- Identify what happens to a figure as a result of a rotation, translation, reflection, or stretching.
- Be able to sort and classify by attributes.

STRAND V - ALGEBRA

- Use the distributive property in computing problems.

- Be able to use and recognize arithmetic logic and algebraic logic calculators.
- Understand that a letter can stand for a number value in a math problem: ex. six less than some number is equal to ten ($n - 6 = 10$).

STRAND VI - MEASUREMENT

- Determine perimeters, areas, and volumes of common polygons, circles, and solids using counting techniques or formulas.
- Convert, compare and compute with common units of measure within the same measurement system. Ex: English system yards (yds.) to inches (in.) Metric system - meters (m) to centimeters (cm)
- Measure angles with a protractor.

STRAND VII - ESTIMATION AND MENTAL COMPUTATION

- Apply appropriate strategies to find estimates of sums (+), differences (-), products (x), and quotients (÷) of whole numbers and determine whether the estimate is greater or less than the exact results.
- Estimate the sum, difference, product, or quotient of decimal numbers by rounding.
- Estimate the sum, difference, or product of fractions by rounding to 0, 1/2, or 1.
- Estimate the sum, difference, or product of mixed numbers by rounding.

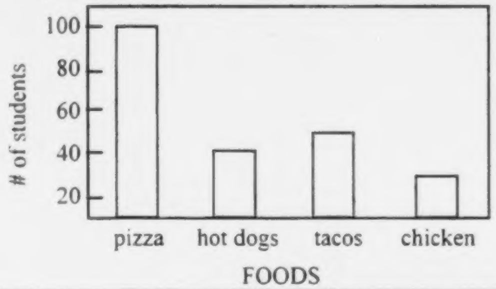
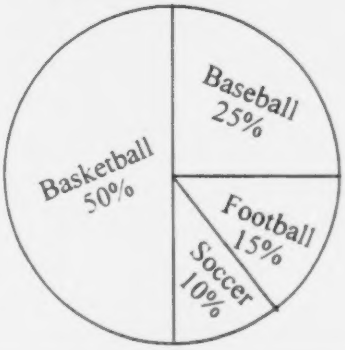
STRAND VIII - DATA ANALYSIS AND PROBABILITY

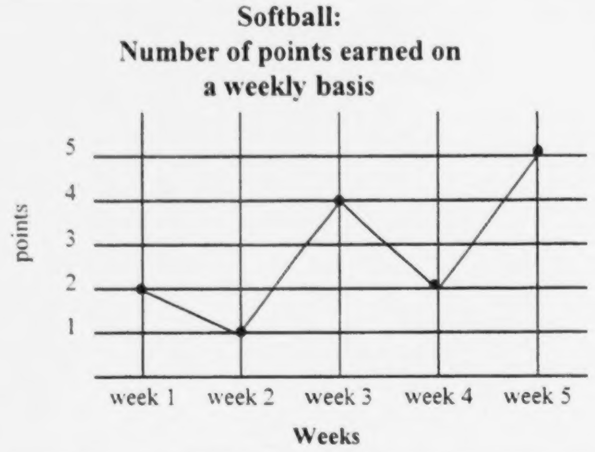
- Collect data, create a table, picture graph, bar graph, circle graph, or line graph and use them to solve application problems.
- Read, interpret, and use tables, charts, maps, and graphs to identify patterns, note trends, and draw conclusions.
- Apply the concept of average and calculate the arithmetic mean and mode of a given set of numbers.
- Express a probability as a fraction or describe which event is more likely or less likely to happen in a problem situation.

From the field test given in April 1995 . . . .
Students performed **best** with multiple choice items measuring those dealing with computing whole numbers, fractions, and decimals; identifying a figure that has been rotated, translated, or stretched; reading of graphs, tables, charts, maps, and applying the concept of average, mean, and mode.

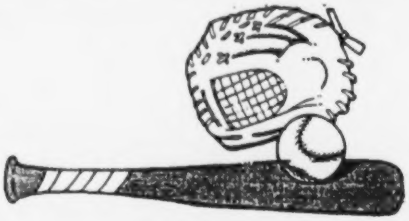
Students performed **lowest** on multiple choice items dealing with doubling the side of a regular figure; comparing and ordering whole numbers, fractions, decimals, showing an understanding of the distributive property; and converting, comparing, and computing common units of measure.

MATH VOCABULARY

Algebraic Logic	Using order of operations to solve a problem. (Doing parentheses first, then exponents, then multiplication and division, then addition and subtraction.)
Area	The number of square units needed to cover the inside of a figure. Ex. carpeting in a room
Arithmetic Logic	Solving a problem by working from left to right, without regard for order of operations. Ex.: $3 + 2 \times 5 = 25$
Attributes	A common characteristic, such as color, size, or shape.
Average	A general term for find the central tendency.
Bar Graph	Sunnyside School's Favorite Cafeteria Foods 
Circle Graph	FAVORITE SPORTS 
Common Polygon	A closed figure that has three or more sides.
Compatible Numbers	Using numbers that are easily multiplied or divided to get an estimate. Ex.: 25,893 divided by 9. 27,000 is close to 25,893 and is also divisible by 9, so estimate by dividing 27,000 by 9 to get 3,000.
Compensation	Adding and subtracting the same amount to both addends.

Dichotomous Key	A classification key that usually has two choices or divisions at each step. Dichotomous keys are based on an "either-or" classification system—either something has a certain characteristic, or it doesn't.
Distributive Property	A redistribution of the numbers while still keeping the equation equal. When a factor is a sum, multiplying each addended before adding does not change the product. Ex.: 8 × 23 = (8 × 20) + (8 × 3)
Estimation	To roughly determine a size or value; to calculate approximately, using rounding or front-end estimation.
Front-End Estimation	Use the front digits to estimate. 30 × 429 _______ 30 × 400 = 12,000
Line graph	
Mean	The sum of collected data divided by the number of data. Ex.: 70 + 80 + 90 + 85 + 75 = 400 400 divided by 5 = 80
Mode	The number or numbers that occur most often in a collection of data. Ex.: 70, 80, 85, 90, 85, 95 mode = 85
nth term	Given a sequence, this is an expression for a term in a given position, where *n* represents that position.
Perimeter	The distance around the outside of a figure. Ex.: The walls or molding of a room.
Picture Graph	A graph using pictures to represent numbers.

<table>
<tr><td>Place Value Chart</td><td>
<table>
<tr><th>millions</th><th>hundred-thousands</th><th>ten-thousands</th><th>thousands</th><th>hundreds</th><th>tens</th><th>ones</th><th>tenths</th><th>hundredths</th><th>thousandths</th></tr>
<tr><td></td><td></td><td>8</td><td>4</td><td>0</td><td>5</td><td>0</td><td>0</td><td>6</td><td>2</td></tr>
</table>
decimal point
84,050.062
</td></tr>
<tr><td>Probability</td><td>The likelihood that an event will occur.</td></tr>
<tr><td>Proportion</td><td>A statement that two ratios are equal.</td></tr>
<tr><td>Ratio</td><td>A comparison of two quantities. A pair of numbers that expresses a rate or a comparison.
Ex.: 2 to 4, 2 : 4, 2/4, or 2 out of 4.</td></tr>
<tr><td>Reflection</td><td>The "mirror image of a figure about a line of symmetry on a plane. A change in location of a figure by flipping it over a line, creating a mirror image of the figure.</td></tr>
<tr><td>Regular Figure</td><td>A figure with all sides having the same length. A polygon with all sides congruent and all angles congruent.</td></tr>
<tr><td>Rotation</td><td>A change in location of a figure by moving it around a given point. A turning motion about a point.
Ex.: a pinwheel, a merry-go-round</td></tr>
<tr><td>Rounding</td><td>Expressing numbers to the nearest ten, hundred, and so on.</td></tr>
<tr><td>Stretching</td><td>The image of a figure having a size change.</td></tr>
<tr><td>Table</td><td>A graphic used to organize information.</td></tr>
<tr><td>Translation</td><td>Also known as a slide. The figure is moved in a straight path. A change in location of a figure by moving it right, left, up, or down without turning it.</td></tr>
<tr><td>Volume</td><td>The number of cubic units needed to fill a three-dimensional figure. Ex.: volume of a cube or a pitcher of water.</td></tr>
</table>



Math Rubric

Conventions of writing (sentence structure, word choice, usage, grammar, spelling, and mechanics) will not affect the scoring of short-answer or extended-response items, **unless there is interference with the clear communication of ideas**.

2-point short answer

A *2-point response* shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set up and/or computations.

A *1-point response* contains minor flaws in reasoning, neglects to address some aspect of the task, or contains a computational error.

A *0* is assigned if the response indicates no mathematical understanding of the concept or task.

4-point extended response items

A *4-point response* contains an effective solution. It shows complete understanding of the concept or task and thoroughly addresses the points relevant to the solution. It contains logical reasoning and valid conclusions, communicates effectively and clearly through writing and/or diagrams, and includes adequate and correct computations and/or set up when required. It may go beyond the requirements of the item.

A *3-point response* contains minor flaws. Although it indicates and understanding of the concept or item, communicates adequately through writing and/or diagrams, and generally reaches reasonable conclusions, it contains minor flaws in reasoning and/or computation, or neglects to address some aspect of the item.

A *2-point response* indicates gaps in understanding and/or execution. It contains some combination of the following flaws: an incomplete understanding of the concept or item, failure to address some points relevant to the solution, faulty reasoning, weak conclusions, unclear communication in writing and/or diagrams, or a poor understanding of relevant mathematical procedures or concepts.

A *1-point response* indicates some effort beyond restating the item or copying given data. It contains some combination of the following flaws: little understanding of the concept or item, failure to address most aspects of the item or solution, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of relevant mathematical procedures or concepts, or it omits significant parts of the item and solution or response.

A *0* is assigned if the response shows no understanding of the math selection or item.

EXAMPLES OF PRACTICE TEST QUESTIONS FROM MATH

Multiple Choice:

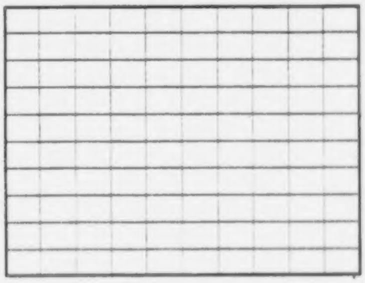
Which expression shows how the distributive property can be used to multiply the following numbers.

$\boxed{8 \times 7.63}$

A. $8 + (7 + .73)$
B. $.63(8 \times 7)$
C. $8 \times 7 \times .63$
D. $8 \times (7 + .63)$

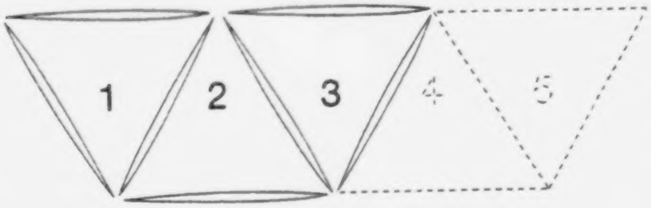
Short Answer:

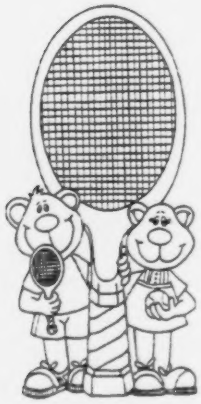
In your Answer Booklet, write a fraction and a decimal to show what part of the grid below is shaded.



Extended Response:

In the picture below, the, the toothpicks form triangles. Continue the pattern in the picture. Look at the chart in your Answer Booklet. Complete the chart to show the number of toothpicks it takes to make 1, 2, 3, 4, 5, 6 and 7 triangles. Explain the rule you can use the find how many toothpicks are needed to makeany given number of triangles. Write your explanation in the Answer Booklet.





> ***"Do not let what you cannot do interfere with what you can do."***
> *- John Wooden, College Basketball Coach*

SOLVING WITH NUMBER SENTENCES

Write equations or number sentences using proper symbols to solve a problem.

Take scenarios out of the newspaper.

- The President began a month long tour of Bosnia. He will visit 6 villages in that time. How many days will he spend in each village? ($30 \div 6 = n$)
- You are leaving for the mall at noon. You can shop for one hour before the movie starts. The movie lasts for 2½ hours. How long will you be at the mall?
  (1 hour + 2.5 hours = n)

IT MAKES CENTS!

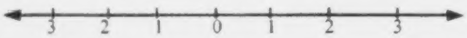
To compute with decimals use cash register receipts from the store.

- find totals
- multiply amounts by 2, 3, or more to find the cost of more than 1 item.

COMPARE AND ORDER

Compare and place in order fractions, whole numbers, and decimals by using the symbols >, <, ≥, ≤, and = and/or by placing them on a number line.

- 1½ and 3 = 1½ < 3
- 1/5 and .2 = ______
- .3 and .1 = ______
- .15 and .30 = ______



SORTING SEASHELLS

Collect shells, rocks, leaves, pieces of bark and put them into groups. Classify and sort them by using a dichotomous key.

REFERENCE

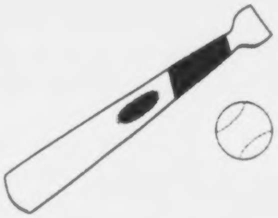
"Math Explorer Calculator"

Mathematics: Problem Solving Through Recreational Mathematics
by Bonnie Averbach, 1980

newspapers

Places to Go:

Grocery stores
A local park



M
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"Face your deficiencies and acknowledge them. But do not let them master you."
- Helen Keller

MAKING COOKING COUNT

Follow a recipe and break the ingredients into smaller amounts or combine for larger amounts.

Chewy Oatmeal Cookies

- 3/4 cup shortening
- 1 egg
- 1 1/2 teaspoons vanilla
- 1 cup flour
- 1/2 teaspoon salt
- 1 cup raisins
- 1 1/4 cup brown sugar
- 1/3 cup milk
- 3 cups oatmeal
- 1/2 teaspoon baking soda
- 1/4 teaspoon cinnamon
- 1 cup walnuts (chopped)

Heat over to 375°F. Lightly grease baking sheet with some shortening. Combine shortening, brown sugar, egg, milk, and vanilla in large bowl. Beat at medium speed of electric mixer until well blended. Combine oats, flour, baking soda, salt and cinnamon. Mix into created mixture at low speed just until blended. Stir in raisins and nuts. Drop rounded tablespoons of dough 2 inches apart onto baking sheet. Bake for 10-12 minutes or until lightly browned. Cool 2 minutes on cooling rack. Makes 2½ dozen cookies.

¼ teaspoon cinnamon
+1½ teaspoons vanilla
____ teaspoons of mixture

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T
H

REFERENCE

Any Children's Cookbooks

Athlete's Cookbook, Published by Masters Press, 1995

Cooking Made Easy for Children, by Isabelle Barrett, 1985

Better Homes and Gardens After-School Cooking, Published by Meridith Corp., 1987

"Success is never final. Failure is never final. It's courage that counts."
- Sam Rutigliano, NFL and College Football Coach

BARGAIN HUNTER

Use advertisements from the newspaper to put prices for items in order from highest price to lowest price.

NOW YOU'RE COOKING

Order ingredient quantities in a recipe from least to greatest, or greatest to least.

MEASUREMENT AT HOME

Determine perimeters, areas, and volumes of objects around the house: a picture/poster, a can of soup, or your room.

ROUNDING DECIMALS

Estimate the sum, difference, product, or quotient of decimal numbers by rounding.

estimate	.75	.47	.23
.21⟌.69	+ .13	- .25	x .04
	estimate	estimate	estimate

SHOPPING SPREE

Make a grocery list using newspaper ads or receipts. Round the prices to predict the amount of money you would need to bring.

M
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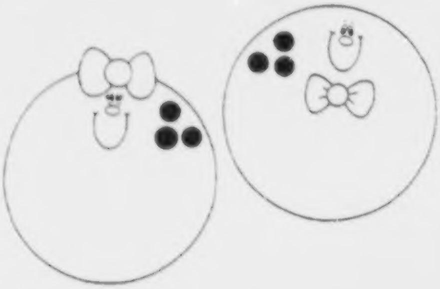
NEIGHBORHOOD NEWS

Survey the neighborhood for favorite TV shows, foods, sports teams, music, number of children, etc., and put information into a graph, chart, or table. Draw conclusions and note patterns seen in your graph.



REFERENCE

Local newspapers or magazines.

Atlases

The Puzzle School, by Gerard Mosler

> ***"We're good because we work harder than anybody else."***
> *- Walter O'Malley, Major League Owner*

MAKING THE GRADE

Keep track of your grades in a notebook, add them together, then divide by number of items to find your average.

FINDING THE FACTS

Create word problems with your child. Some of them should have **extra** or **not enough** information.

Problem: Joey wanted a new bicycle for his birthday. He received $50.00 from his family. He really wanted to get $75.00. The bike was $120.00. How much more money does he need?

Have your child find the facts and eliminate any extra information, then show the number sentence and problem-solving strategies used to solve the problem.

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MAPS, CHARTS, GRAPHS

Have the newspaper available as well as any other source of maps, charts, or graphs. Review the information with your child.

T.V. MATH

Watch television with your child. Discuss the weather forecaster's interpretation of map symbols and graphs.

REFERENCE

Local and national weather reports

USA Today

The "Weather Channel"

Weather School - Local News (ABC)

50 Problem Solving Activities, by Beryl Badger, 1992

> ***"Leave as little to chance as possible. Preparation is the key to success."***
> *- Paul Brown, NFL Coach, General Manager, Owner*

DOUBLING RECIPES

Have your child help you with recipes. Double the recipe and have your child figure out the total amount needed for each ingredient.

FIGURE STATS

Let your child use team statistics in various sports to determine team averages.

CONVERSION CONVERSATION

Quiz your child on these common conversions:

1/4 = 0.25
1/3 = 0.33
1/2 = 0.50
2/3 = 0.67
3/4 = 0.75

FIELD TRIPS

Sports Museums & Halls of Fame

Pro Football Hall of Fame
2121 George Halas Dr.
Canton, OH 44708
(330) 456-8207

REFERENCE

"Sports Illustrated for Kids"

Sports Cards Collections

MATH

> ***"Take an extra base. Read more than your teacher assigns."***
>
> *- Harold Reynolds*
> *Second Baseman, Seattle Mariners*

THE RAINFOREST

Take a trip to the Cleveland Metroparks' Rainforest. Have your child use the available information to calculate and estimate the land that is lost, as well as the number of animals that will become endangered or extinct due to this loss.

WHERE ARE WE?

Using a map or globe, let your child find mileage between cities, or differences in latitude and longitude.

INTERIOR DECORATING

Using a room in your house, have your child create a blueprint and try various placements of furniture. Everything should be drawn to scale.

WHAT'S THE TEMPERATURE?

Have your child keep track of temperatures over a period of time and create a graph to record results.

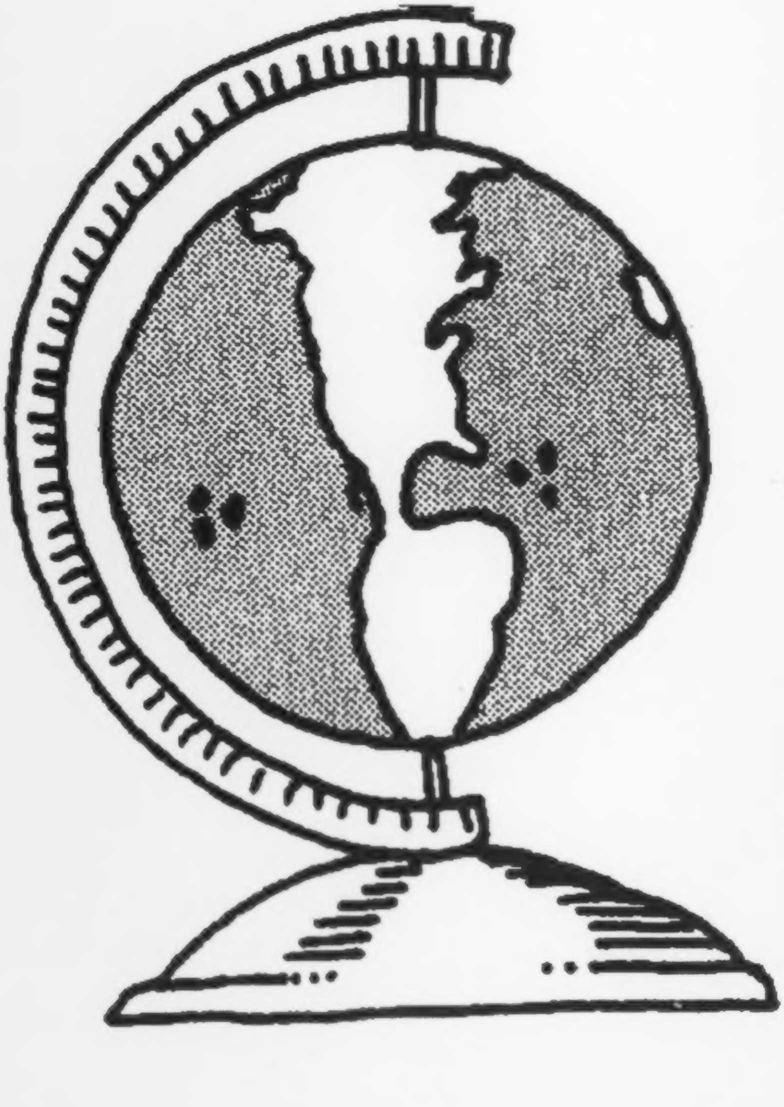
REFERENCE

AAA auto club

Maps/globes

Atlases

CITIZENSHIP



Dear Students,

I have a message for you. Stay in School! As a major college basketball referee for the N.C.A.A. and Big Ten Conference, I have the unique opportunity to officiate the top college basketball players in the country. The goal for many of these athletes is to play in the NBA; unfortunately, only a small percentage make it to the pros. The college and professional athletes that you watch on television all realize the importance of their education. They understand they can't play forever and must compete in the real world when their playing days are over. This will happen and by completing their education, they are prepared for a career after basketball.

Always remember, girls and boys, that your education is a valued and treasured gift - never forget this.

I have enclosed a poem and a philosophy that we all can relate to. I would like you to read it and think about how this poem relates to you. It is called the "Man In The Glass".

The Man In The Glass

When you get what you want in your
struggle for self and the world makes
you king for a day, just go to the mirror
and look at yourself and see what that
man has to say.

For it isn't your father or mother or friend
whose judgment upon you must pass: the fellow
whose verdict counts most in your life is the one
staring back from the glass.

Some people may think you're a straight-shooten
chum and call you a wonderful guy, but the
man in the glass says you're only a bum if
you can't look him straight in the eye.

He's the fellow to please, never mind all the rest,
for he's with you clear up to the end and
you've passed your most dangerous, difficult test
if the man in the glass is your friend.

You may fool the whole world down the pathway
of years and get pats on the back as you pass,
but your final reward will be heartaches and tears
if you've cheated the man in the glass.

Sincerely,

Phil Bova

Phil Bova
Big Ten & N.C.A.A. Official
Buckeye Local Schools

Citizenship Goals

STRAND I - AMERICAN HERITAGE

- Group significant individuals by historical eras.
- Use multiple-tier time lines.
- Use a variety of resources to learn about North America from different points of view, and consider the credibility of the sources.
- Identify the central idea in a historical narrative.
- Identify important individuals from North America's past, and explain their contributions to the cultural heritage of the United States.
- Identify important world figures who have affected the history of the world.

STRAND II - PEOPLE IN SOCIETIES

- Compare the roles of men and women, religious ideas, or class structures in two different societies.
- Draw inferences about experiences, problems, and opportunities cultural groups have had in the past.
- Compare the customs and traditions of immigrants and other groups who shaped American life.

STRAND III - WORLD INTERACTIONS

- Use latitude and longitude to locate places on maps and globes.
- Identify important and unimportant information on maps for a specific task.
- Analyze maps, charts, and graphs to learn geographic information.
- Use time zones to compute differences in time and to describe their influence on human activities.
- Identify and explain (interpret) how resources, economic activities, and population distribution are related.
- Use maps and map keys of North America and the world to identify physical and cultural regions and to show how different areas are related.
- Explain how and give reasons why people from different regions of the world came into contact with each other.

STRAND IV - DECISION MAKING AND RESOURCES (ECONOMICS)

- Describe how each factor of production (land, labor, capital, and entrepreneurship) results in a specific good or service, and consider alternative uses for the resources involved.
- Identify factors that influence consumers decisions and affect the demand for goods or services.
- Identify factors that cause the production of goods or services.
- Identify factors that determine the degree of competition in a market, and describe the impact of competition on that market.
- Identify advantages and disadvantages of competition in the marketplace.
- Explain how supply, demand, and price are related in a competitive market.
- Tell how different nations use their resources to engage in international trade.

STRAND V - DEMOCRATIC PROCESS

- Identify the functions of the executive, legislative, and judicial branches of government.
- List the characteristics of different types of government (monarchy, democracy, and dictatorship).

STRAND VI - CITIZENSHIP RIGHTS AND RESPONSIBLITIES (CIVICS)

- Organize key ideas on civic issues with supporting details and facts.
- Identify, analyze, and select alternatives through which civic goals can be achieved when given specific criteria.
- Identify ways to resolve private and public conflicts based on principles of fairness and justice.
- Identify examples of citizen participation in different political systems around the world.

From the field test given in April 1995 . . . .
Student performance was **highest** on multiple choice items dealing with important individuals of North America and their contributions to our cultural heritage; comparing customs and traditions of immigrants who shaped American life; giving reasons why people from different regions came into contact with each other; and identifying the factors that influence consumers.

Student performance was **lowest** on multiple choice items dealing with the four factors of production; functions of the three branches of government; and given characteristics of different types of governments.

CITIZENSHIP VOCABULARY

Capital	Money or property that is invested to produce more money.
Competition	A rivalry between businesses for customers.
Cultural Groups	A number of individuals sharing unique characteristics such as race, ethnicity, national origin, or religion.
Cultural Heritage	A sum total of ways of living (beliefs, values, etc.) built up by a group and transmitted from one generation to another as a means of preserving and encouraging these traditions.
Customs	The habitual or usual course of action or practices which regulate social life; generally accepted conditions.
Demand	The number of people wanting a certain good or service.
Democracy	A government in which power is held by the people.
Dictatorship	A government in which one person has absolute power of rule.
Entrepreneurship	Taking a risk and organizing a business or industrial undertaking.
Executive	The branch of government responsible for managing the affairs of the government.
Immigrants	People who come from one country into another (which was not their native land) to seek permanent residence.
Inferences	A logical conclusion or judgement made from given facts or information after reasoning about the data.
Judicial	The branch of the government that interprets laws and administers justice.
Labor	The group of people who work for a living.
Land	The part of the earth's surface not covered by water.
Latitude	Part of a global grid system of imaginary lines used to locate places on the earth. Lines of latitude, also called parallels, measure the distance north or south of the equator to the poles. Stated as "degrees north" and "degrees south."

Legislative	The branch of the government having to do with making or passing laws.
Longitude	Part of a global grid system of imaginary lines used to locate places on the earth. Lines of longitude, also called meridians, measure distance east or west of the Prime Meridian. Stated as "degrees east" or "degrees west."
Map Key	The part of a map which tells what each map symbol stands for, or represents.
Marketplace	Any place where goods and/or services are bought and sold.
Monarchy	A government headed by one ruler, usually a queen or a king. Position is inherited.
Multiple-tier Timelines	A time line representing a period of time and having two or more fields on which dates and events are shown. Used to think about the relationships among events. See "Time Marches On" activity for an example.
Physical Maps	Maps which use colors and symbols to represent natural physical features of the earth's surface, such as relief.
Political Map	Maps which use symbols and colors to identify political units (states, provinces) and their boundaries.
Resources	Something that can be bought, sold, or traded for something else of equal value.
Supply	Quantity of a good or service that is available to the consumer.
Time Zones	A method used for locating the 24 hours throughout the 360° of the earth's circumference. Each time zone is usually 15° of longitude. A geographic area where the same standard time is used.
Traditions	Cultural information, beliefs, and/or customs handed down from the past.

Citizenship Rubric

Conventions of writing (sentence structure, word choice, usage, grammar, spelling, and mechanics) will not affect the scoring of short-answer or extended-response items, unless there is interference with the clear communication of ideas.

2-Point Short Answer

A *2-point response* is complete and appropriate. It demonstrates a thorough understanding of the concept or item. It indicates logical reasoning and conclusions. It is accurate, relevant, comprehensive, and detailed.

A *1-point response* is partially appropriate. It is mostly accurate and relevent but lacks comprehensiveness and demonstrates an incomplete understanding of the concept or item. It contains minor flaws in reasoning or neglects to address some aspect of the concept or item.

A *0* is assigned if the response indicates no understanding of the concept or item.

4-Point Extended Response

A *4-point response* provedes evidence of extensive interpretation and thorouhly addresses the points releant to the item. It is well-organized, elaborate, and thorough. It is relevant, comprehensive, detailed, and demonstrates a thorough understanding of the concept or item. It contains logical reasoning and communicates effectively and clearly. It thoroughly addresses the important elements of the item.

A *3-point response* provides evidence that an essential interpretation has been made. It is thoughtful and reasonably accurate. It indicates an understanding of the concept or item, communicates adequately, and generally reaches reasonable conclusions. It contains some combination of the following flaws: minor flaws in reasoning, neglecting to address some aspect of the concept or item, missing details.

A *2-point response* is mostly accurate and relevant. It contains some combination for the following flaws: incomplete evidence of interpretation, unsubstantiated statements made about the text, an incomplete understanding of the concept or item, a lack of comprehensiveness, faulty reasoning, or unclear communication.

A *1-point response* demonstrates a partial understanding of the concept or item but is sketchy and unclear. It indicates some effort beyond restating the item. It contains some combination of the following flaws: little evidence of interpretation, unorganized and incomplete response, failure to address most aspects of the concept or item, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of the concept or item, or demonstrates no coherent meaning from text.

A *0* is assigned if the response indicates no understanding of the concept or item.

EXAMPLES OF PRACTICE TEST QUESTIONS FROM CITIZENSHIP

Multiple Choice:

The United States imports large amounts of oil from Kuwait and other Middle East countries. Which of the following statements explains the need for contracts between the people of the United States and Kuwait?

A. The United States uses more oil than it produces.
B. The United States uses less oil than it produces.
C. The Middle East uses more oil than it produces.
D. Kuwait uses more oil than it produces.

Short Answer:

Write your answer to the following in your Answer Booklet.

A king rules a country. He inherited his position from his mother. These characteristics are typical of a monarchy. Complete the chart by describing one characteristic for each of the other two types of government.

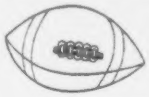
Extended Response:

Directions: Read the following paragraph to answer number 8.

The clothing that people wear show adaptation or adjustment to their surroundings. An example of this is that Native Americans wore different kinds of foot coverings. Woodland Indians from eastern forested lands wore soft-soled moccasins and Southwestern Indians from rocky and sandy areas wore thicker-soled moccasins.

8. How were the two types of moccasins suitable for the two different kinds of surroundings? Write your answer in your Answer Booklet.

"If there was just one word I could use to describe a successful person, that one word would be attitude."
- Bart Starr, NFL Quarterback, Coach



TIME MARCHES ON

Create a multiple-tier timeline. Glue a strip of adding machine tape to posterboard. Create two fields: one field for a grandparent and a second field for a younger family member. Include birthdates and other significant events. Make up questions in regard to the timeline, such as:

- How many years did each cover?
- Who was born first?
- How many years until the second person was born?
- What events do these two have in common?
- Which events happened close together?

Then research other world events that occurred at the time these people lived and write them on another tier of the time line. Can you see any cause-effect relationships between the world events and the lives shown on the time line?

A Sample of a Multiple-Tier Timeline

Some Inventions and Improvements

	1800	1825	1850	1875	1900	1925
Communication		1837 Telegraph/ Samuel F.B. Morse		1876 Telephone/ Alexander Graham Bell	1895 Radio/ Guglielmo Marconi	
Transportation	1807 First commercially successful steamboat/ Robert Fulton			1869 First Trans-continental railroad link/ Union Pacific and Central Pacific	1892 First gasoline-powered automobile/ Charles Duryea	

Another possibility: Time line of sports highlights.

775 B. C. - Ancient Olympics
1896 - First Modern Olympics
1903 - World Series in baseball started
1966 - Super Bowl began
1976 - Janet Guthrie-first woman in Indy 500
1995 - Cleveland Indians American League Champions

REFERENCE

Use World Social Studies Yellow Pages for Students and Teachers (Incentive Publications) to find famous people. Create multi-tier time lines of their lives and world events which were influences.

> ***"If you never try, you can never succeed. If you try and do the best you can, you will never fail."***
>
> *- Jim Rodgers, NBA Coach*

ROSA PARKS

In 1955, Rosa Parks, a black woman from Montgomery, Alabama, refused to give up her seat on a bus to a white passenger. This incident helped to cause the civil rights movement in America.

As she grew up, Rosa became aware of rules which treated black people differently than white people, and she was angry about the unfairness of these situations. For instance, she disliked having to use drinking fountains which were marked "Colored". She was unhappy that she had to attend an old, over-crowded school instead of a new one. She could not sit down and be served at the same counter where white people ate.

African-Americans were also treated differently when it came to riding buses. A city law required that even though they paid their fares at the front of the bus, just as white people did, blacks then had to get off, enter through the rear door, and sit in a special section. If the occasion arose that a white person entered the bus and couldn't find a seat, the black person nearest the front was told to give the white person his seat.

Rosa, returning home from her work as a seamstress, refused to give up her seat. Therefore, she was arrested and jailed.

As news of this incident spread, African-Americans refused to ride the buses in Montgomery for a year as a protest to Rosa's arrest. Lawyers tried to prove that the bus company was treating blacks unfairly and were not following the Constitution. Eventually, the Supreme Court declared that blacks and whites should be treated equally.

Rosa Parks, often called the "mother of the civil rights movement," brought about an important change in our country.

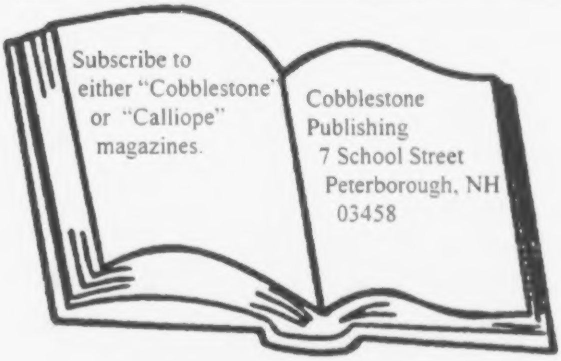
- Gloria Reichert

✦ Explain the main idea in this narrative.

✦ Tell why Rosa Parks refused to give up her seat.

✦ If you wanted to find out more about what happened when Rosa refused to give up her seat, which would be the best source of information to use for reference:

a. a radio broadcast about the incident
b. a diary entry by a passenger on the bus
c. stories told by grandchildren of the bus driver
d. a picture of the bus



Subscribe to either "Cobblestone" or "Calliope" magazines.

Cobblestone Publishing
7 School Street
Peterborough, NH
03458

REFERENCE

Find out more about Martin Luther King, Jr. and his role in the civil rights movement.

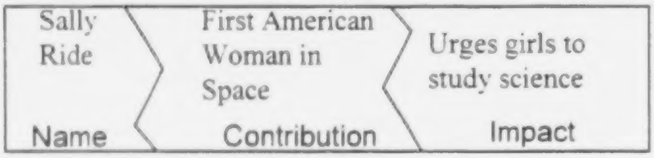
Rosa Parks - Hero of our Time
by Garrett Jackson

"A man can make mistakes, but he isn't a failure until he starts blaming someone else."
- Sam Rutigliano, NFL and College Coach

WHO DID THAT?

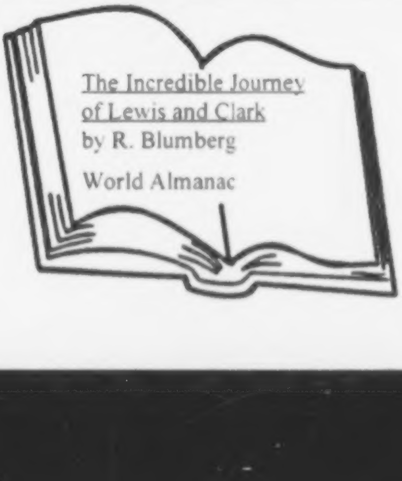
Use 3 x 5 index cards to create puzzles about famous Americans who were a significant impact. Put the person's name on one third of a card, the contribution which shaped America's life on the middle third, and the impact the person had on the remaining one third. Then cut unevenly to make a three piece puzzle. Mix pieces and match to learn about these people. Use reference books to learn more about them and their work.

Example:



Person	Contribution	Impact
Rachel Carson (author & marine biologist)	warned that pesticides are harmful to people and our environment	use of pesticides limited by laws
Clara Barton	started American Red Cross	lives saved through the efforts of the Red Cross
Dorthea Dix	encouraged building hospitals for the mentally ill and helped improve the condition for prisoners	caused reform in these areas
Sojourner Truth (former slave)	first black woman to give speeches against slavery	caused others to fight against it
Sacagewea (Shoshoni Indian)	guided Lewis and Clark to the Northwest	government claimed the land explored by Lewis & Clark
Elizabeth Blackwell	first woman doctor in America	broke down prejudice against women in the profession

Group other significant Americans such as inventors, musicians, or presidents and create other sets of puzzles.



The Incredible Journey of Lewis and Clark
by R. Blumberg

World Almanac

REFERENCE

Attend the play Tecumseh, an outdoor play depicting the life of Tecumseh on the American frontier.

Sugarloaf Mountain Amphitheatre
Delana Road
Chillicothe, OH 45601
(614) 775-0700

"I've always been 10% talent and 90% hard work."
- Paul Newman, Actor & Race Car Driver

WHO'S WHO?

Use the following list of significant individuals from a region of the world other than North America. Select four of them to research by using encyclopedias, books, or computers. Find significant events in the individual's life and the cause-effect relationship surrounding it. Illustrate the information in a four frame cartoon strip. After doing several, bind them into a book and come up with a "catchy" title. Add the book to your family's library collection.

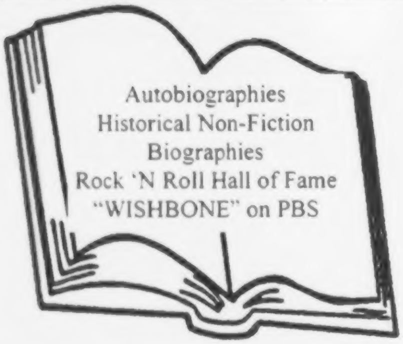
Person	**Event**	**Cause**	**Effect**

Possible individuals:

Hammurabi
Menes
Confucius
Homer
Archimedes
Hannibal
Napolean Bonaparte
Louis Pasteur
Lech Walesa

Julius Caesar
Constantine
Buddha
Genghis Khan
Charlemagne
William the Conqueror
Edward Jenner
Winston Churchill
Margaret Thatcher

Joan of Arc
Johann Gutenburg
Martin Luther
Copernicus
Christopher Columbus
Henry Hudson
Adolf Hitler
Marco Polo



Autobiographies
Historical Non-Fiction
Biographies
Rock 'N Roll Hall of Fame
"WISHBONE" on PBS

REFERENCE

New York Public Library Students' Desk Reference (Macmillan) edited by Marilyn Miller is a great resource for students to have.

> ***"Preparedness is the key to success and victory."***
> *- Douglas MacArthur, U.S. Military General*

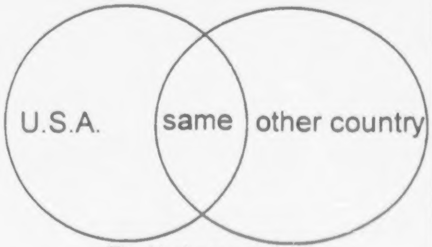
WE BELIEVE

Research the world's major religions and create a chart/poster showing the major concepts (Christianity, Judaism, Islam, Buddism, Hinduism).

	C	J	I	B	H
Leaders					
Traditions					
Symbols					

ARE WE MORE ALIKE THAN DIFFERENT?

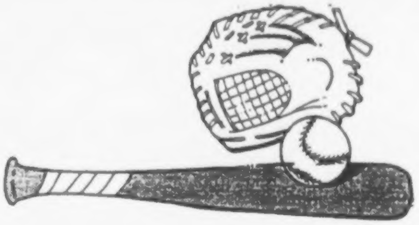
Read about or interview local clergy of different religions to become familiar about the basic ideas of their faiths.



Religious Ideas

HOW DO WE COMPARE?

Compare the United States to another country and reflect your findings in a poster or collage.



REFERENCE

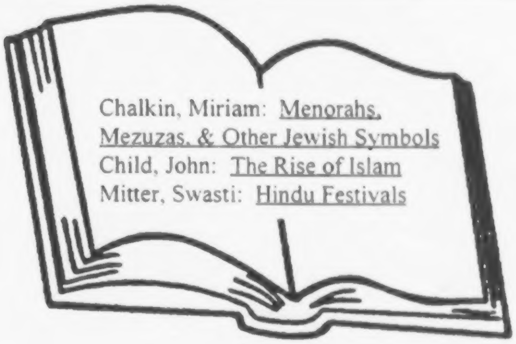
Temple of Islam, 1635 Lee Rd., (216) 932-0560

Beth El Congregation (Jewish), 464 S. Hawkins Ave., (330) 864-2105

York U.M. Church (Christian), 6566 Norwalk Rd., (330) 725-8147

Cleveland Buddhist Temple, 1573 E. 214, (216) 692-1509

Shiva-Vishnu Temple (Hindu), 7733 Ridge Rd. (216) 888-9433



Chalkin, Miriam: Menorahs, Mezuzas, & Other Jewish Symbols
Child, John: The Rise of Islam
Mitter, Swasti: Hindu Festivals

CITIZENSHIP

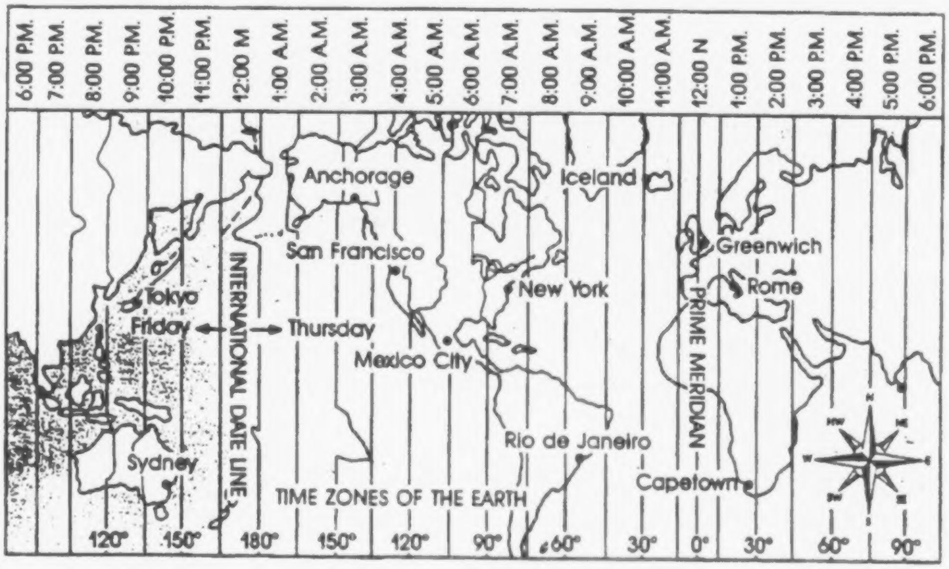
> ***"I've always believed that anybody with a little ability, a little guts, and the desire to apply himself can make it."***
>
> \- Willie Shoemaker, Professional Jockey

POLITICS AND YOU

Attend a city council meeting and discuss with your council person the reasons for this person's vote on a given issue.

IT'S ABOUT TIME!

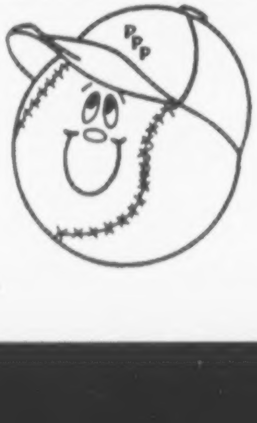
Look at maps with time zones. Create questions pertaining to them. Example: If Mary Lou Retton were performing in Capetown, South Africa, and wanted to call her friend in San Francisco about 8:00 p.m., what would the time be in Capetown when she placed the call?


6:00 P.M.
7:00 P.M.
8:00 P.M.
9:00 P.M.
10:00 P.M.
11:00 P.M.
12:00 M
1:00 A.M.
2:00 A.M.
3:00 A.M.
4:00 A.M.
5:00 A.M.
6:00 A.M.
7:00 A.M.
8:00 A.M.
9:00 A.M.
10:00 A.M.
11:00 A.M.
12:00 N
1:00 P.M.
2:00 P.M.
3:00 P.M.
4:00 P.M.
5:00 P.M.
6:00 P.M.
Anchorage
Iceland
San Francisco
Greenwich
Rome
New York
Tokyo
Friday
Thursday
INTERNATIONAL DATE LINE
Mexico City
PRIME MERIDIAN
Rio de Janeiro
Sydney
Capetown
TIME ZONES OF THE EARTH
120°
150°
180°
150°
120°
90°
60°
30°
0°
30°
60°
90°

REFERENCE

Call 1-800-BUCKEYE for seasonal tourism information.

Map of timezones



"When you have confidence, you can have a lot of fun, and when you have a lot of fun, you can do amazing things."

- Joe Namath, NFL Quarterback, Sports Broadcaster

GET COOKIN' YUM! YUM!

Check out an international cookbook from the library and try some recipes from different ethnic groups.

ROOTS

Create a family tree. Write down customs and traditions of your heritage. Locate countries of your family's origin on a world map.

WHAT IF . . .

Think about what would have happened if no immigrants had been allowed to come to America. In what ways would our country be different today?

WHERE IN THE WORLD?

Glue a world map which has longitude (vertical) and latitude (horizontal) lines onto a piece of cardboard or tagboard. Place a colored rubber band around the map vertically to help locate longitude. Place a different color rubber band around the map horizontally to locate latitude. Give coordinates and move rubber bands to determine locations. See if you can find these cities where Olympic games have been held.

38°N 24°E (Athens)	49°N 2°E (Paris)
34°N 118°W (Los Angeles)	36°N 140°E (Tokyo)
51°N 114°W (Calgary)	38°S 145°E (Melbourne)

If you were going to create a map showing all the Olympic host cities, decide which features would be necessary and relevant.

"The world is moving so fast these days that the man who says it can't be done is generally interrupted by someone doing it."

- Elbert Hubbard, American Editor/Writer

WHO'S IN THE NEWS

Watch WVIZ's Newsdepth and discuss the political leaders who are included in the broadcasts and why they are important. Keep a journal over a period of time and note what effect these people have on events occurring in the world.

GOVERMENT CATEGORY GAME

Prepare three category cards: DICTATORSHIP, MONARCHY, and DEMOCRACY. Write each of the following on a smaller separate card. Have your child place the smaller cards under the appropriate category card.

Fidel Castro
Saddam Hussein
Henry VIII
Bill Clinton
Leaders elected
Right to rule is inherited
Citizens unable to vote
Adolf Hitler
Queen Victoria
Queen Elizabeth II
Abraham Lincoln
One person has all the power
No citizen involvment
People have many choices

HOW DID THAT GET HERE?

When shopping for shoes and clothing, check to see which foreign countries had something to do with producing these items.

COMPETITION

Check out the prices on the same item in a department store, in a discount store, and in a catalog. Would the price be different if there were only one source instead of three? Why?

> ***"Every guy who lives on God's green earth who may be doing good is stupid if he thinks he can't do better. I want to be the best ever."***
>
> *- Earl Campbell, NFL Fullback*

INTERNATIONAL

People around the world depend on people in other countries for many goods and services. As you shop for groceries, read the labels on different food products to see what role other nations have played in making some of your favorite foods available. Consider some of the following: chocolate bars, soups, pineapple chunks, mandarin oranges, fish sticks, olives, pimentos, baking chocolate, coffee, tea, sugar, and sardines. What others can you find?

TRADES

What if your city, state, or country did not exchange goods with other areas of the world? What would some of the consequences be?

A REASON FOR WAR?

Contact a local V.F.W. post and have members discuss the wars they were in and what caused them. Was it for political, economic, and/or cultural reasons?

Consumer Reports

Zillions - for kids from Consumer Reports

REFERENCE

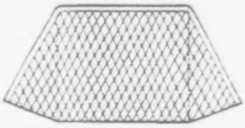
West Side Market
Cleveland, OH

VFW Post 9520
1439 S. Carpenter St.
Brunswick, OH 44212
(330) 273-4892

> ***"A winner is one who is not afraid of the challenge, who rebounds from his setbacks, and who is flexible enough to make adjustments to succeed the next time."***
>
> *- Dave Winfield, Outfielder*

SUPPLY AND DEMAND

List manufactured goods produced in your city. Then interview the owner or employee of a local business to find out about supply and demand.

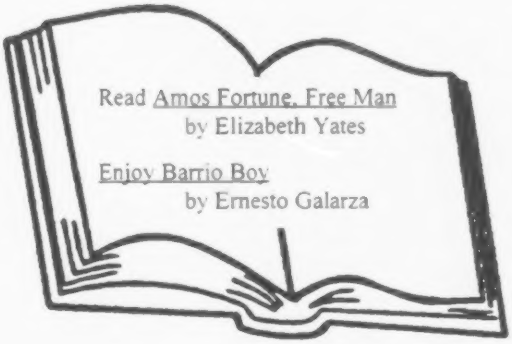


NEW NEIGHBOR

Read aloud New Kids in Town: Oral Histories by Janet Brode with your child. What can you infer about the problems and opportunities encountered by these people?

IMMIGRATION

Find the nationalities of the first settlers in this area and find their countries of origin on a map. How can their influence be seen today?	Today the largest numbers of immigrants are arriving from Asia, Latin America, and the West Indies. Why do you think this is happening?	Read and discuss Immigrant Kids or Kids at Work by Russell Freedman. What were some problems and opportunities encountered?



Read Amos Fortune, Free Man
by Elizabeth Yates

Enjoy Barrio Boy
by Ernesto Galarza

REFERENCE

Visit the Western Reserve Historical Society, 10825 East Blvd., Cleveland, OH (216) 721-5722. Find out about the immigrants in this area.

AAA Agency Maps
150 Northland Dr.
(330) 725-5669

Blockbuster Video
1205 N. Court St.
(330) 723-2833

"Have you ever rightly considered what the ability to read means? That it is the key which admits us to the whole world of thoughts?"

- James Russell Lowell

TIME LINE

Materials: baseball cards of various sports, multi-tier time line

Place players on the time line based on when they played. Group baseball in one time line, football in another, etc. Then choose famous people to do the same thing.

NEWSPAPER

Find a picture or an article of a person in a different part of the world. Talk with your child about what the person has done and what happened because of those events.

FOLK TALES

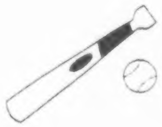
Take a trip to the library. Read some folk tales. Discuss together the experiences, opportunities, and problems those groups experienced.

GRANDPARENTS

Interview older adults who may remember the "old ways." Tell about things they do/did that are from another country.

TAKE A TRIP

Talk about areas as you drive through them on a trip. Discuss how land/people are different in different areas.



CITIZENSHIP

> ***"A book is a garden, an orchard, a storehouse, a party, a company by the way, a counselor."***
>
> *- Henry Ward Beecher*

BALANCE OF POWER

Using the items below:

1. Create a mobile and try to make it "balance" using the Executive, Legislative, and Judical branches.
2. Develop a trivia game.
3. Write a letter to the President or one of your Congressmen in regard to an issue of interest to you.

EXECUTIVE

Signs laws for U.S.
President
Cabinet members
May veto bills
Sees that laws work well
Commander-in-Chief of Armed Forces
Proposes laws/programs to Congress
Prepares federal budget
May pardon those guilty of federal crimes
Appoints Cabinet, ambassadors, and federal judges
35 years old - minimum
Lived in U.S.A. for 14 years
Natural born citizen

LEGISLATIVE

Makes laws for U.S.
Senators
Representatives
U.S. Congress
May override veto

JUDICIAL

U.S. Supreme Court
Sees laws work fairly
Decides if laws go against Constitution
Justices
Tell what laws mean for U.S.

LAND HO!

Research famous explorers such as Columbus, Cortez, or Balboa. Discuss their experiences in visiting new regions and the effects of their trips.

TO MARKET, TO MARKET

Become familiar with the four factors of production (***land, labor, capital, entrepreneurship***). While shopping, select a product and discuss how each factor was needed to make the product.

"Don't just read for classes. The best reading is the reading you do for your own enjoyment."

- Ryne Sandberg,
Second Baseman, Chicago Cubs

THANKS, IMMIGRANTS!

Choose a famous immigrant. Use various reference books to research that person. Find out when and where the person was born. Describe at least one problem this person faced after arriving in America. Tell about this person's most notable achievements. Design a commemorative stamp to honor this person and put it in a scrapbook. (You might want to do several!)

SCHOOL AND POLITICS

Interview your Superintendent of Schools and learn/ask about the political decisions which affect you and your fellow students.

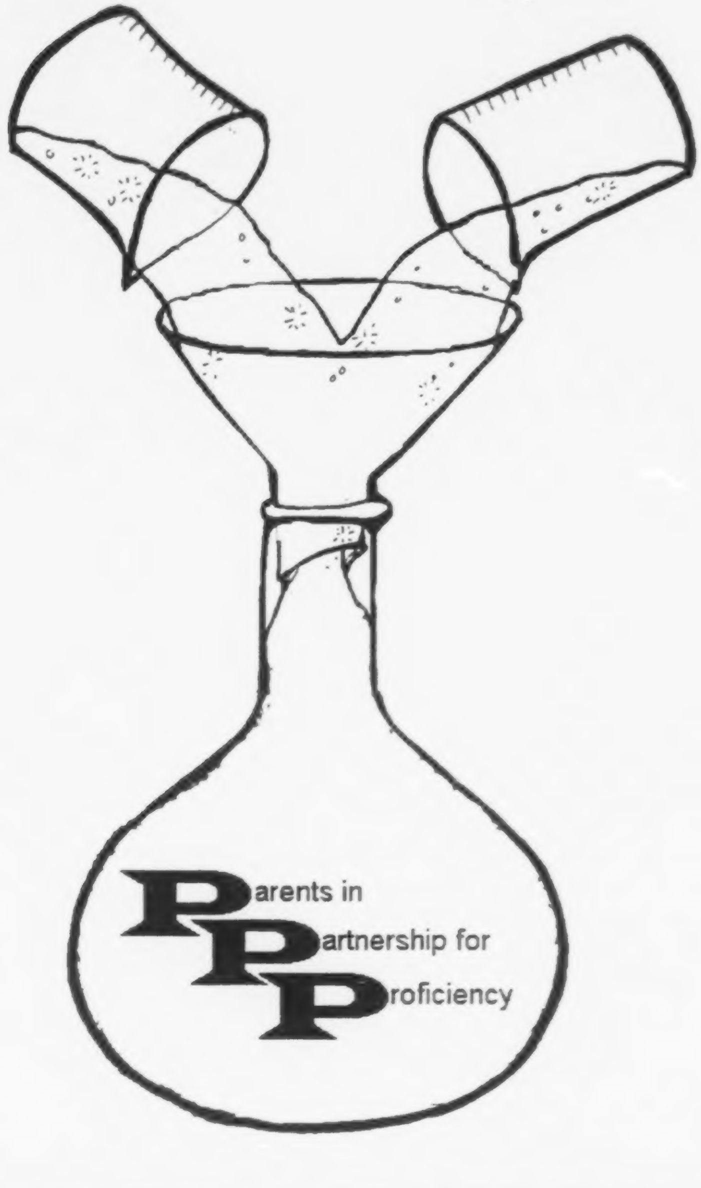
FAIR IS FAIR

Look for newspapers articles about conflicts of any kind. Discuss ways to resolve these conflicts, based on principles of fairness and justice.

BE A GOOD CITIZEN

Design a brochure about democracy. List as many ways as you can about how people participate in a democracy (voting, writing letters, etc.).

SCIENCE


Parents in
Partnership for
Proficiency

June 17, 1996

Dear Students,

I know that many of you think that broadcasting on radio and television is a rather glamorous job.

It is perhaps hard to imagine that something as basic as a good education could possibly be important in doing my kind of work. The fact is that, in broadcasting, you must know how to read and to write well so as to make yourself understood to both your audience and co-workers. In addition to English and grammar, there is geography which is needed to know where your stories are located. If you are a weather person you must known geography as well as science. Sports announcing requires arithmetic so as to figure such things as batting averages and shooting percentages. You can also add public speaking and drama classes to bring out your "on-the-air personality."

Getting a good education is very important even to those of us who seem to just be having a good time.

All the best,

Joe Tait

Joe Tait
Cleveland Cavaliers

Science

STRAND I - NATURE OF SCIENCE

- Use a simple dichotomous key to classify objects, organisms, and/or phenomena.
- Identify safety measures involved in scientific investigations.
- Make inferences based on observations of phenomena and/or events.
- Identify the positive and/or negative impacts of technology on human activity.
- Determine if answers/results of investigations make sense.

STRAND II - PHYSICAL SCIENCE (PHYSICS & CHEMISTRY)

- Recognize reasons to use different types of simple machines.
- Predict what happens to a group of objects when one or all of the objects are moved or acted upon by other objects.
- Explain or evaluate investigations of physical and/or chemical changes.
- Identify the various forms of energy such as: electrical, mechanical, chemical, thermal, heat, and nuclear.
- Identify various transformations of matter and energy in simple physical systems.
- Identify laws of conservation in simple physical systems.
- Show an understanding of potential and kinetic energy.
- Identify simple patterns in light and waves (reflection, refraction, etc.).
- Identify properties of light and sound waves.
- Identify properties of sounds (vibrating columns of air).
- Identify seasonal patterns such as light and shadows.
- Identify elasticity and/or compressibility of materials.
- Identify orientation of sun and Earth.
- Identify daily temperature patterns.
- Identify factors affecting movement of heat.

STRAND III - EARTH AND SPACE SCIENCE

- Describe simple cycles of the Earth, sun, and moon.
- Identify characteristics and/or patterns in soil and rocks (igneous, sedimentary, metamorphic).

- Demonstrate an understanding of the cycling of resources on Earth, such as carbon, nitrogen, and/or water.

STRAND IV - LIFE SCIENCE

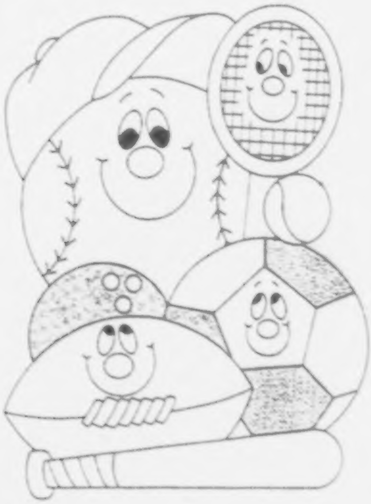
- Understand food chains, food webs, life cycles, and the food pyramid.
- Compare and/or contrast the diversity of ways in which living things meet their needs.
- Analyze behaviors and/or activities that positively or negatively influence human health.
- Analyze the impacts of human activity on the ecosystems of Earth.

In general, the science portion of the sixth grade test is designed to assess long-term student learning, problem-solving, and thinking skills. It is not limited to rote knowledge and facts.

From the field test given in April 1995 . . . . .

Students' performance was **highest** on multiple choice questions dealing with safety measures, knowing that answers were sensible, predicting what happens when one object acts upon another, and analyzing activities that have a positive or negative influence on human health.

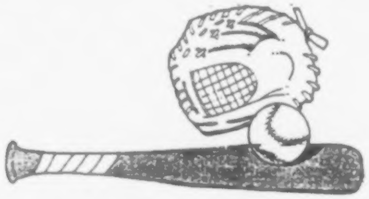
Students performed the **lowest** on multiple choice items dealing with energy concepts, simple patterns and factors in the physical sciences, and with demonstrating an understanding of the cycling of resources on Earth such as carbon, nitrogen, and/or water.



SCIENCE VOCABULARY

Chemical Change	A permanent change in the properties of a substance; producing or becoming a new substance.
Chemical Energy	Energy stored in matter when atoms join together.
Compressibility	To press or squeeze together.
Conservation	Planned management and use of resources to avoid waste.
Dichotomous key	A classification key that usually has two choices or divisions at each step. Dichotomous keys are based on an "either-or" classification system—either something has a certain characteristic, or it doesn't. Dichotomous keys can usually be found in such "series" nature guides as the Peterson, Audobon, and Holt field guides to trees, shrubs, wildflowers, and so on. Exercises in creating dichotomous keys can be helpful in examining the kinds of relationships that can be made among various objects or organisms.
Ecosystems	The interaction of the physical environment and the living community.
Elasticity	The ability of a material to return to its original shape after it has been disturbed.
Electrical energy	The kinetic energy of moving electrons.
Food chain	A feeding relationship in which nutrients are transferred from producers through several levels of consumers, and then to decomposers.
Food pyramid	A graphic organizer in the shape of a pyramid showing an outline of what to eat each day from the 5 major food groups based on dietary guidelines.
Food web	The interconnecting of food chains into a complex feeding sequence in which animals eat plants and other animals.

Igneous Rock	Rock formed by the solidification of magma.
Inference	A conclusion based on facts and/or reasoning.
Kinetic energy	Energy of matter in motion.
Life Cycle	The stages that an organism passes through — from one stage of development to another.
Mechanical Energy	The energy of moving objects.
Metamorphic Rock	Rock that has been changed from its original form by great heat or pressure.
Organisms	Any living things, including plants and animals.
Phenomena	Something that can be observed or perceived; a rare occurence.
Physical change	Involves a change in shape, size, or state of matter of a substance without its producing or becoming a new substance.
Potential energy	The energy an object has because of its position.
Reflection	Something that is bounced off something else.
Refraction	Bending of light as it passes from one material to another.
Sedimentary Rock	Rock formed in layers from materials deposited by water, wind, ice, or other agents of erosion.
Simple Machine	A machine made of only one or two parts. (i.e., lever, wedge, pulley, wheel and axle, inclined plane, screw).
Thermal/heat energy	The energy of the movement of particles in matter.
Transformation	Change or alter completely in nature, form, or function.



SCIENCE RUBRIC

Conventions of writing (sentence structure, word choice, usage, grammar, spelling, and mechanics) will not affect the scoring of short-answer or extended-response items, unless there is interference with the clear communication of ideas.

2-Point Short Answer

A *2-point response* shows complete understanding of the concept or task, logical reasoning and conclusions, and correct set-up.

A *1-point response* contains minor flaws in reasoning, neglects to address some aspects of the task, or contains a conceptual error.

A *0* is assigned if the response indicates no scientific understanding of the concept or task.

4-Point Extended Response

A *4-point response* contains an effective solution. It shows complete understanding of the concept or task and thoroughly addresses the points relevant to the solution. It contains logical reasoning and valid conclusions, communicates effectively and clearly through writing and/or diagrams, and includes adequate and correct set-up when required. It may be beyond the requirements of the item.

A *3-point response* contains minor flaws. Although it indicates an understanding of the concept or task, communicates adequately through writing and/or diagrams, and generally reaches reasonable conclusions, it contains minor flaws in reasoning and/or knowledge, or neglects to address some aspect of the item.

A *2-point response* indicates gaps in understanding and/or execution. It contains some combination of the following flaws: an incomplete understanding of the concept or task, failure to address some points relevant to the solution, faulty reasoning, weak conclusions, unclear communication in writing and/or diagrams, or a poor understanding of relevant scientific procedures or concepts.

A 1-point response indicates some effort beyond restating the item or copying given data. It contains some combination of the following flaws: little understanding of the concept or task, failure to address most aspects of the item or solution, major flaws in reasoning that led to invalid conclusions, a definite lack of understanding of relevant scientific procedures or concepts, or it omits significant parts of the item and solution or response.

A 0 is assigned if the response indicates no scientific understanding of the concept or item.

EXAMPLES OF PRACTICE TEST QUESTIONS FROM SCIENCE

Multiple Choice:

Which of the following is an example of a simple physical change?

A. Closing a door.
B. Breaking an egg.
C. Turning on an electric light.
D. Putting coffee beans into a cupboard.

Short Answer:

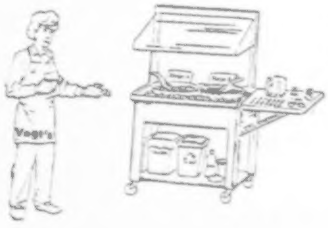
Paper and plastics discarded from hospitals are often burned in incinerators. The energy created from burning these materials can be used to produce electricity.

In your Answer Booklet, tell one positive effect and one negative effect that burning paper and plastic hospital wastes has on human health.

Extended Response:

Vogt's Potato Salad Company has two new recipes for potato salad. The company is setting up stands in grocery stores to test which recipe people like better. Company servers will give people free samples of both recipes and record which recipe people prefer.

The company has taken many precautions to make sure their test is safe. Below are a stand and a server, with all the materials needed for the test.



Server with

notebook & pencil
hair cap
plastic gloves

Movable stand with

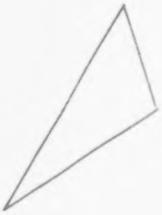
plastic roof
ice
containers with separate serving spoons
paper napkins, recyclable plastic spoons, and disposable paper cups.
trash container and cleaning supplies

In your Answer Booklet, identify two items from the illustration that help make the test safe. Tell what each thing does to make the test safe.

An exercise in using and following a key.

AnLook at the object below. You will be using the **key** to identify the object by name, so remember to follow these steps.

- Start at the very beginning.
- Read both lines in #1. Then decide which statement is true for the object.
- At the end of the true statement is a number. Find this number further along in the key, and again choose between statements. Continue in a way until you come to the name of the object.



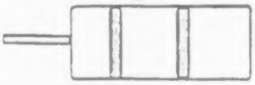
#1	The object has three sides	go to #2
	The object has more than three sides	go to #3
#2	All sides of the object are the same length	equilateral triangle
	All sides of the object are not the same length	go to #5
#3	The object has four sides	go to #4
	The object has more than four sides	go to #7
#4	No sides of the object are parallel	trapezium
	Some sides of the object are parallel	go to #6
#5	Two sides of the object are the same length	isosceles triangle
	No sides of the object are the same length	scalene triangle
#6	Only one pair of opposite sides is parallel	trapezoid
	Both pairs of opposite sides are parallel	parallelogram

The object is a scalene triangle. Let's review the steps going through the key: The first lines of the key asked if the object had three sides or if it had more than three sides. Since the object had three sides, we read to the end of that line and find the number 2. At number 2, the key asked if all sides were the same length, or if all sides were not the same length. Since all sides were not the same length, we read to the end of that line and found the number 5. At number 5, the key asked if two sides of the object were the same length, or if no sides of the object were the same length. Since no sides were the same length, we read to the end of that line and found the name scalene triangle.

Which of the following is the Avocado flop candy?

A

B



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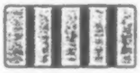

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#1 The candy is on a stick .... go to #2
The candy is not on a stick .... go to #4

#2 The candy has stripes .... go to #3
The candy does not have stripes .... go to #5

#3 The candy has four stripes .... go to #7
The candy has two stripes .... go to #11

#4 The candy has stripes .... go to #6
The candy does not have stripes .... go to #8

#5 The candy is white .... Icicle Mint
The candy is black.. Whortleberry hoot

#6 The candy has four stripes .... go to #9
The candy has two stripes .... go to #10

#7 The stripes run up-and-down the long side .... Licorice lap
The stripes run side-to-side across the short side.. Strawberry Dip

#8 The candy is white .... Mango Strip
The candy is black.. Molasses twist

#9 The stripes run up-and-down the long side .... Persimmon pucker
The stripes run side-to-side across the short side.. Avacado flop

#10 The stripes run up-and-down the long side .... Apple swirl
The stripes run side-to-side across the short side.. Orangetan gulp

#11 The stripes run up-and-down the long side .... Quince tart
The stripes run side-to-side across the short side.. Cantaloupe cream

"It takes less time to do a thing right than it does to explain why you did it wrong."
- Henry W. Longfellow

SAFE COOKING

While making your favorite recipe with your parents, identify the safety precautions you take while cooking and identify the potential hazards.

SPORT INTERESTS

Identify a sporting event your child is interested in. Create a list of potential hazards with the sport and the types of precautions athletes take to help prevent injuries.

CLASSIFICATION

Brainstorm a list of sports and create the categories to classify them. Examples: by seasons, by names of famous players, by olympic medal winners, etc.

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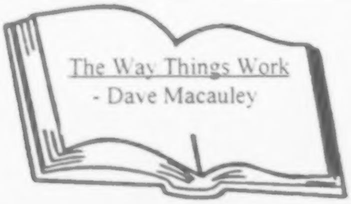
BOAT FLOAT

Using aluminum foil, create boats and float them in a dishpan full of water. Try to see how many passengers (pennies) the boats can successfully hold. Make a variety of sizes and styles of boats and predict the number of passengers each can hold. What conclusions you can make?

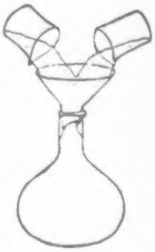


The Way Things Work
- Dave Macauley

REFERENCE

Ohio Division of Watercraft
Ranger Rick
Zoo News
Weather School (ABC)

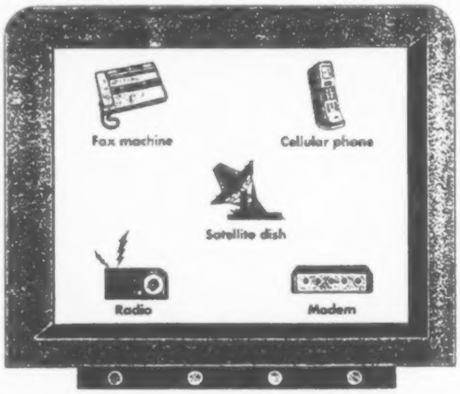
> *"It takes less time to do a thing right than it does to explain why you did it wrong."*
> *- Henry W. Longfellow*



CLICK ON!

Telecommunications technology has changed the way people work, live, and learn today. Telecommunications technology makes it possible for people living great distances from each other to communicate almost instantly.

Select one of the technologies in the computer screen to research. If you were viewing a real computer screen you would use a mouse to click on the icon (picture). Circle the icon and use the questions below to guide your research project.



SCIENCE

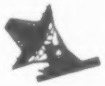
1. What books and other resources will you use in your research? (How can you use technology to help you in your research and writing a report?)
2. Describe briefly what this technology does. What are its major uses in homes or at work? BONUS: Write one or two paragraphss on how this technology works.
3. When was this technology first invented? Was there one inventor of this technology or did it develop from the efforts of many scientists and technicians?
4. How does this technology help people located far away from each other to work or communicate together?
5. Imagine a way to improve the technology you selected. Describe your improvement either in words or a drawing.

> ***"The longest journey starts with a single leap."***
> *- unknown*

SKATING CIRCLES AROUND YOU!

While watching an ice skating event, observe and discuss the way the skaters spin and create speed.

GRANDPARENTS AND YOU



Collect a variety of sports news clippings. After reviewing discuss how media technology has affected sports today. Possibly speak with a grandparent and discuss the way they used to play and the way they play now and how or what has caused the changes.

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WATER OLYMPICS

Event 1 - *Paper Clips Float*

Materials needed: clear plastic cup, plastic fork, and small paper clips

1. Using the fork, lower paperclips into the H_2O and see how many you can float.
2. What do you think caused this?

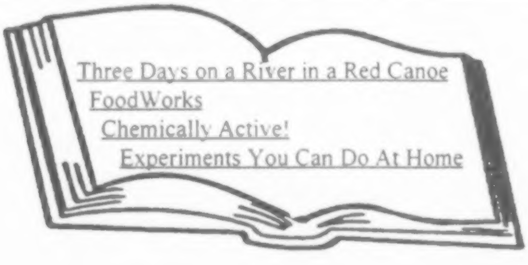
Event 2 - *Waterfall*

Materials needed: several pennies, clear plastic cup.

1. Fill a clear plastic cup with H_2O until it is even with the rim.
2. Add pennies carefully one at a time.
3. How many pennies do you think you'll be able to add before the water spills over?

Discuss your results. What conclusions can be made from your observations?

Project Wet



Three Days on a River in a Red Canoe
FoodWorks
Chemically Active!
Experiments You Can Do At Home

REFERENCE

Beakman's World

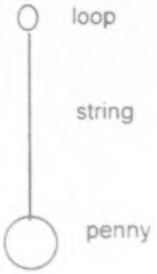
The Discovery Channel

"Destiny is not to be waited for; it is to be achieved."
- unknown

TICK, TOCKS - Pendulums

Materials: string, paper clip, pennies, and pencils.

1. Cut three lengths of string - small, medium and long.
2. Tie a paper clip onto one end and clip a penny onto it.
3. Make a loop on the other end.
4. Put a pencil through the loop.
5. Tape the pencil to a table or chair so the pendulum hangs over the edge.
6. Pull the pendulum back so it is level with the table.
7. Let go and count how many swings (back and forth) it makes in 15 seconds.
8. Repeat with other strings of various lengths.



length of swing (cm)	How many swings?

Draw conclusions based on the data collected. What does the length of the string have in common with the number of swings the pendulum makes?

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The Lady Who Puts Salt in Her Coffee

The Toothpaste Millionaire

REFERENCE

TV
- Discovery Channel
- Magic School Bus Series
- Mr. Wizard

"Genius is one percent inspiration and ninety-nine percent perspiration."
- Thomas Edison

BACKYARD PROFESSIONAL

While playing a backyard sport with family or friends, observe what it takes to move an object a certain direction or a certain way. Ex.: badmitton and the birdie, croquet mallet and ball, foot and soccer ball, baseball bat and the ball, etc. How can we change the speed and direction of the object?

OBSERVING CHANGES IN MATTER

1. Place a bar of soap in water. What happens?
2. Combine vinegar and baking soda. What happens?
3. Put a tea bag in milk or juice. What happens?
4. Put a rock in water. What happens?

HIKE FOR HELP!

Go for a walk in a park or by a stream and observe the way humans have affected the environment. Collect the trash and clean up the area. You can make a difference!

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WATER CYCLE ACTIVITIES

Fill a clear glass jar with ice. What will happen to the outside of the glass as the ice melts in the warm air?

Fill another glass jar halfway with water. Mark the water level with a piece of tape. Look at the glass tomorrow. What will happen to the water?

Fill several differently shaped containers with exactly the same amount of water. Can you predict which containers will have the most evaporation?

"Education is not preparation for life; education is life itself."
- John Dewey

SPORTS WRITER

1. Writing - Compare/Contrast paragraph
    a. Brainstorm - pros and cons of behaviors/activities that postivitely or negatively influence human health
    b. Rough draft - in two paragraphs creatively write
    c. Proofread share with parent
    d. Revise - make corrections
    e. Final copy - publish and-send to editor of newspaper
2. Using magazines, cut out pictures that show things that can harm our health or that help us stay healthy. Create and display collage.

COLORED JARS

Materials: several jars, variety of colors of construction paper, thermometers, and sunlight

1. Place a thermometer inside each jar.
2. Wrap each jar with different colored paper - leaving a space so you can see and read the thermometer.
3. Record the beginning temperature of the inside of the jar.
4. Set the jars in the sunlight and record the temperature of the jars every 15 minutes for one hour.
5. Which became the warmest?
6. Does color affect the heat of the jar?
7. Draw conclusions.

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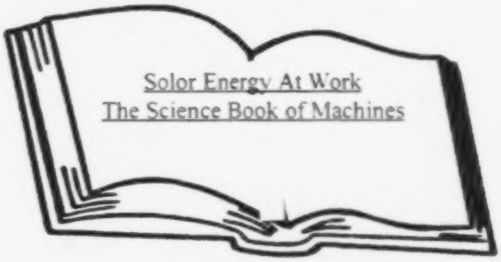


Solor Energy At Work
The Science Book of Machines

REFERENCE

COSI
Inventure Place
Cleveland Metroparks
Cleveland Zoo/Rainforest

"The game does not build character. It reveals it."
- Game 6 - Indians vs. Seattle
Division Playoff Game, 1995

MOON CYCLE

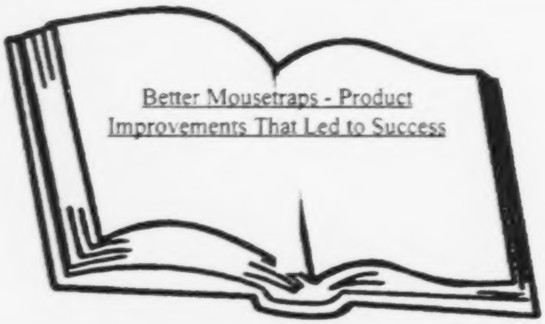
Materials: bar of soap, window

1. At approximately the same time every night, observe the moon out of a window.
2. Trace the shape of the moon on the window with a bar of soap.
3. Repeat every night for 28 days.
4. Observe and discuss the changing patterns and cycles of the moon.
5. At the end of the 28 days, help your family out and clean your window. Yes!

ZOO WATCHERS

Take a trip to the zoo. Notice the different needs of various animals. Observe their surroundings and how do the animals and the zookeepers meet their needs? Are their needs different from ours? How do the zookeepers meet the needs of the animals?

Draw a variety of habitats and explain their differences and how each meets the specific needs of the animals.


Better Mousetraps - Product Improvements That Led to Success

REFERENCE

Cleveland Zoo - Rainforest
Akron Children's Zoo
Metroparks

"Your library card is a box seat to a great series of enjoyment."
- Howard Johnson
Infield.er, New York Mets

CANDLE UNDER GLASS

What happens when you limit the supply of oxygen to a burning object?

Safety Precautions

Follow proper safety precautions when using flames.

Getting Ready

You will need: 3" tall candle, small pie pan 4-6 in. diameter, 250 ml flask, large test tube or narrow-mouth jar, water, food coloring, matches

Procedure

1. Light the candle. What do you see? (ex., observe the color of the flame, the melted wax, the smoke.)
2. Allow a few drops of melted wax to fall onto the pan. Immediately place the bottom of the candle in the melted wax to affix it to the dish.
3. Invert the flask over the lit candle. Observe what happens.
4. Remove the flask and relight the candle. Fill the pan about half full with water, being sure not to extinguish the candle flame.
5. Predict what will happen when you place the flask over the candle again.
6. Place the flask over the candle. Lower the lip of the flask below the surface of the water.
7. Watch what happens and attempt to explain your observations.

EXPLANATION

Oxygen composes about 20% of the air around us. It is necessary element for combustion or burning. As a candle burns, it releases gaseous products, mainly carbon dioxide and water vapor.

When the flask is placed over the burning, the supply of oxygen is cut off. After a certain length of time, the amount of oxygen in the flask drops below the minimum required to sustain combustion, and the flame goes out.

When the flask is first put over the candle, the air in the flask is warm from the heat of the burning candle. When the candle goes out, the air cools and the pressure inside the flask drops. Because the pressure of the atmosphere now exceeds the pressure inside the flask, water is pushed up into the flask.

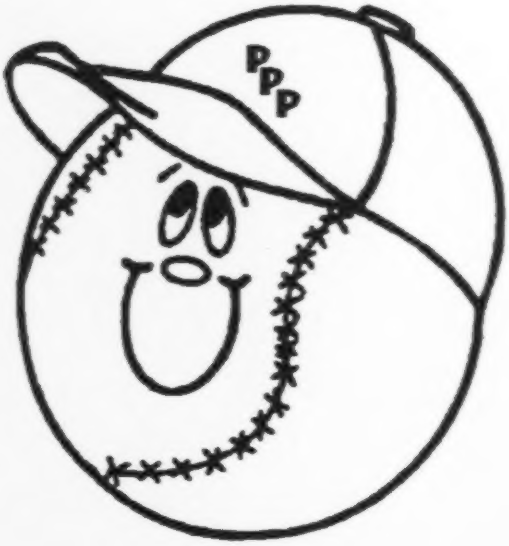
If there is a good seal at the base of the flask, and if the candle and the pan are not too heavy, it is possible to lift the pan and the candle simultaneously by lifting the flask.

TEST-TAKING

STRATEGIES

BASIC STRATEGIES

1. Focus on correct answers by eliminating incorrect ones (use the process of elimination.
2. Power guess.
3. Get the points you deserve from your partial knowledge on a topic.
4. Never leave an answer blank; **always guess**. A blank is worth only **0**.
5. Spot distracters.
6. Mark answers in the margins and then transfer to the answer sheet.



STRATEGIES FOR PROFICIENCY QUESTIONS

SIX STRATEGIES FOR *MULTIPLE CHOICE*

❶ Read all answers carefully.

❷ Select the answer carefully.

❸ Use partial knowledge.

❹ Use your pencil.
(Strategy: Actually cross out incorrect choices, circle important points, and underline key words.)

❺ Use common sense.

❻ Do not always pick your first answer.

STRATEGIES FOR PROFICIENCY QUESTIONS

STRATEGIES FOR *SHORT ANSWER* QUESTIONS

❶ Read carefully. Understand important parts. Ask if the question makes sense. Scan—assess the entire passage, look through all information given. You may be asked to show your work, explain your answer, or answer ***and*** explain.

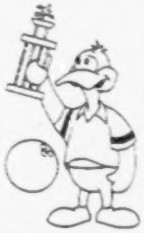
❷ Organize your answer—be logical and support your answer with details. Think how the answer will fin the in the space provided. Look at the space given. Is it in a box, a line or lines, a diagram?

❸ Make notes in the margin with ideas that seem to answer the question. Review what you read for more details.

❹ Solve, figure, calculate, and draw out diagrams.

❺ Write out your answers.

❻ Always reread the question to make sure you did as asked.



STRATEGIES FOR PROFICIENCY QUESTIONS

STRATEGIES FOR *EXTENDED RESPONSE*

❶ Read carefully— what is the real question?.

❷ Organize your thoughtsin the margin—use charts, notes, calculation, drawings.

❸ Look at the space or lines provided. How will your answer fit on the lines?

❹ Reread by skimming, and then write down more details.

❺ Write your response **neatly** in sentences.

❻ Reread to check that the question asked was answered.

❼ Don't worry if you did not use the space provided completely.

Use these tips the week of Proficiency Testing

It's time for the "big game" you've been practicing for. You and your teachers have been working hard. It's time to prove yourself. Follow these tips and be a big success!

Sunday night

- ☐ Go to bed early. You'll do your best if you're rested each day.
- ☐ Find a good chapter book to read when you're finished testing.
- ☐ Sharpen two pencils that have good erasers.

Monday morning (Writing Proficiency)

- ☐ Eat a healthy breakfast. Your brain needs nutritious fuel.
- ☐ A checklist will be given on the writing test. It shows what your writing must have to get your best score. It is very important to keep flipping back and rereading the list.
- ☐ Write or print very neatly.
- ☐ The prewriting activity is very important. Choose the ideas you know the most about.
- ☐ Make your beginning so interesting it will grab your audience's attention.
- ☐ Remember, use words that will help your audience feel, taste, hear, and see in their mind's eye what you're writing about.

Tuesday morning (Reading Proficiency)

- ☐ Reread each reading test question.
- ☐ Go back to the story or poem and find proof for each answer.
- ☐ Make sure you read the headnotes, the wordbanks, and all the directions.
- ☐ For the essay question, use the actual words from the story or poem in your answers.

Wednesday morning (Math Proficiency)

- ☐ Read, then reread, each math question! Make a mental picture to help you see exactly what each question means.
- ☐ Examine each answer. Ask yourself, "Is this answer possible?"
- ☐ When you draw pictures to show your answers, remember to label each part. Then explain in words what those pictures mean.

Thursday morning (Citizenship Proficiency)

- ☐ Take a deep breath. It's more than half over!
- ☐ Read each word carefully in the directions, diagrams, graphs, time lines, map scales, and keys.
- ☐ In the essays, use the words from the paragraph, chart, or map to help you answer the question.

Friday morning (Science Proficiency)

- ☐ It's all downhill from here! Don't rush. Read each situation several times. Notice every detail in each picture.
- ☐ Think about each situation and do it in your head. What would really happen? Pick the most reasonable answer.
- ☐ Plan a little reward for yourself for the weekend. You've done a super job!

- OHIO WINDOWS, 1996